DOCUMENT RESUME

ED 279 114	EC 191 369

AUTHOR	Amundsen, Jane; And Others
TITLE	Bringing Out Head Start Talents (BOHST). Talent Programming.
INSTITUTION	Illinois Univ., Urbana. Inst. for Child Behavior and Development.
SPONS AGENCY	Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE	85
NOTE	365p.; For project final report, see EC 191 364; for project training materials, see EC 191 365-369. Printed on colored paper.
AVAILABLE FROM	Disabled Citizens Foundation, 1304 W. Bradley, Champaign, IL 61821 ($15.95; shipping add 10%, handling add $1.00).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC15 Plus Postage.
DESCRIPTORS	Achievement Rating; Class Activities; *Gifted; *Individualized Education Programs; *Lesson Plans; Preschool Education; *Skill Development; Student Evaluation; *Talent; *Talent Development
IDENTIFIERS	Bringing Out Head Start Talents; *Project Head Start; Talent Education Plan

ABSTRACT

Designed for preschoolers identified as talented by the Bringing Out Head Start Talents (BOHST) project, the small-group lessons contained in this manual focus on nine areas of talent programming and are presented in color-coded sections: creative, intellectual, leadership, art, music, reading, math, science, and psychomotor talent development. Four skills are targeted for development in each of the nine areas (e.g., for intellectual talent: problem solving, remembering, communicating, and seeing relationships). Lesson plans in each content area contain an introduction, three initial activities (with a list of materials, targeted skill areas, and step-by-step instructions), and seven continuing activities. Assessment questions based on objectives for each of the four skill areas are included, and answers are recorded on a Talent Assessment Record used in planning the continuing activities and in designing a Talent Education Plan (TEP) for each identified child. Sample TEPs and a sample end-of-the-year talent report (sent on to the child's next teacher) are included. (JW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED279114

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BOHST
Bringing Out Head Start Talents

Talent Programming

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Merle B. Karnes
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 191369

BEST COPY AVAILABLE

BOHST

Bringing Out Head Start Talents

Dr. Merle B. Karnes, Director

Jane Amundsen and Tsivia Cohen, Coordinators

Dr. Lawrence J. Johnson, Evaluator

Institute for Child Behavior and Development
University of Illinois
Urbana-Champaign, IL 61801
1984-85

Materials written/adapted by: Jane Amundsen, Linda Berg, Tsivia Cohen
Margaret Patten, Beverly Lewman
Format designed by: Tsivia Cohen
Organized and edited by: Jane Amundsen, Laurie Brasile, Tsivia Cohen, Linda Flynn

Partially funded by:
U.S. Department of Health and Human Services
Office of Human Development Services
Administration for Children, Youth, and Families

PREFACE

You now know which children seem to have talents in the nine areas discussed in the workshops. Just knowing who's who can make you more aware of what you do--and don't do--in each of the talent areas. The next step is to make sure the children get the opportunities and experiences in their own talent area that can make a difference. Programming needs to be both broad in scope so that we do not limit children and individually tailored so the children get what will work best for each of them.

This manual is put together to allow you to take a closer look as you begin to work with the children you've identified. It includes samples of all the materials you need to implement the third step of the BOHST Project, talent programming. In the Programming Materials section are all of the forms needed to implement talent programming for the identified children. The reminder of this manual is divided into nine color-coded sections of activities designed to foster the development of each talent area.

Altogether, there are ten activites for each of the talent areas, all of which follow the same format. Rather than put each child through a long series of diagnostic tests, these activities are set up so that you can see as you are teaching how each child is doing in four related skill areas within their talent area. The right-hand side includes assessment questions based on objectives for that skill area. These are the questions you need to ask to fill out an initial talent assessment and to monitor how the child is doing. The left-hand side has the meat of the activity--what you do and say.

The lessons are designed for small groups of two-five children. Not all the children in the groups need to be talented in the area you are teaching to benefit from the activities. However, it is a good idea to choose children who show ability to interest in the talent area.

After you have completed the Talent Assessment Record for the first three talent activities, you need to schedule a break in the action to sit back and plan some strategies. Using the information from your work with the child up to that point, you and the trainer will plan together the best way both to proceed with the rest of the activities and to work with that child at other times. By writing an individual Talent Education Plan (TEP) for each identified child, you will be designing an educational program which will best meet the needs of the child. Furthermore, to facilitate the continued development of the identified child's skills, and End-of-the-Year Talent Report is completed and sent on to the child's next teacher.

Which of us grows up to produce great things depends not only on talent but on luck. By providing experiences that nurture children's talents we can make them a little more lucky. By programming for talents, you can give the children those critical experiences that make a difference in what they can and will become.

CONTENTS

Page

INTELLECTUAL TALENT (Beige)

Table of Contents 5
Introduction 7
Initial Activities 9
Continuing Activities 15

CREATIVE TALENT (Gold)

Table of Contents 31
Introduction 33
Initial Activities 35
Continuing Activities 41

LEADERSHIP TALENT (Green) 55

Table of Contents 57
Introduction 59
Initial Activities 65

ARTISTIC TALENT (Tan)

Table of Contents 79
Introduction 81
Initial Activities 83
Continuing Activities 89

MUSIC TALENT (Yellow)

Table of Contents 103
Introduction 105
Initial Activities 107
Continuing Activities 115

CONTENTS (Continued)

Page

READING TALENT (Pink)

Table of Contents 129
Introduction 131
Initial Activities 133
Continuing Activities 141

MATH TALENT (Blue)

Table of Contents 157
Introduction 159
Initial Activities 161
Continuing Activities 167

SCIENCE TALENT (Gray)

Table of Contents 183
Introduction 185
Initial Activities 187
Continuing Activities 195

PSYCHOMOTOR TALENT (Buff)

Table of Contents 209
Introduction 211
Initial Activities 213
Continuing Activities 219

PROGRAM MATERIALS (White)

Table of Contents 233
Talent Assessment Records 235
Talent Education Plan 255
End-of-the-Year Talent Reports 261

BOHST

INTELLECTUAL TALENT

INTELLECTUAL TALENT ACTIVITIES

Page
INTRODUCTION 7

INITIAL ACTIVITIES

Shapes of Things 9
Pollution Solutions 11
Holding Water 13

CONTINUING ACTIVITIES

Animal Friends 15
Snow or No? 17
Size Me Up 19
Playing Games 22
Patterns 24
What's Next 27
One, Two, Three 29

Introduction

INTELLECTUAL TALENT

The activities in this section are designed for the children you have identified as having intellectual talent. These children have particular characteristics that will make the lessons challenging and fun for them; namely, their ability and desire to both gather new information and to organize and use what they know.

The activities are broken into four skill areas that are essential to the development of intellectual talent, allowing you to examine the child's performance while you are teaching each activity. Naturally, a talented child is going to earn glowing marks in some of these skill areas, probably the ones that caused you to pick him or her from all the rest as intellectually talented. On the other hand, even a talented child will struggle or be less interested in other skill areas, perhaps needing some extra help or encouragement in these areas.

By using the first three lessons as your initial assessment, you can get a pretty good idea of which skill areas are strong and which areas are weak. You can then devise a plan (either at the TEP meeting or on your own) of ways to modify both the activities and your daily teaching to give the child the best dose of talent programming. The remaining seven lessons are also organized this way, so you can keep an eye on how the child is doing in these four areas as you teach the activities.

The four skill areas for intellectual talent should come as no surprise since they are closely related to the characteristics you used to identify the children. Each of these areas is described in brief below.

Problem solving - the ability to figure things out; focusing on a problem, thinking up lots of solutions, and selecting the best one.

Remembering - the ability to recall information; developing an efficient storage and retrieval system for things experienced both during the lesson and in the past.

Communicating - the ability to explain; stating ideas in clear and interesting ways.

Seeing relationships - the ability to see differences, similarities, and connections; recognizing how things do or do not fit together.

While intellectual talent underlies all the other talent areas to some extent, it is also a separate set of abilities at which some children will excel. To develop intellectual talent is to grow in these abilities. It is to become a better learner and thinker and basically to get smarter--growth that will benefit all the children who participate in these activities.

INTELLECTUAL TALENT ACTIVITY
Shapes of Things

MATERIALS:

- Ten or more objects to be traced such as coins, cookie cutters, puzzle pieces, blocks, small boxes or containers, and paper cups.
- A large piece of construction paper. Prior to the lesson, trace onto the paper at least 10 outlines of the objects. Then put the objects in a bag or box.

HINT: Children should not see the objects until Step 2.

	STEPS:	ASSESSMENT QUESTIONS:
1.	Tell the children, *Last night, after all of you went home, I took out a big sheet of paper and made some drawings on it. Let me show you what I drew.* Hold up the paper so that everyone can see it, encouraging them to look carefully at the outlines. Ask the children to look for differences and similarities among the drawings. Use such questions as, - *Which are the biggest drawings?* - *Which are the smallest?* - *Which drawings are almost the same size?* - *What shapes do you see among the outlines* (circles, squares, rectangles, hearts, etc.)	Can the child identify similarities and differences among various outlines?
2.	Next, ask the children, *How do you think I made these drawings?* Encourage discussion about them. Suggest possibilities to the children such as, you might have drawn shapes at random, you might have traced over pictures, or you might have traced around some part of an object. Let the children know that you did trace around real objects, then take out the collection of objects that you used. Point to one outline, and call on a child to select the object that made that outline. Allow the child to verify that choice by placing the object over the outline and deciding whether or not the two match. (If not, let the child select other objects until the correct one is chosen.)	Can the child match an object to an outline?

SEEING RELATIONSHIPS

PROBLEM-SOLVING

INTELLECTUAL TALENT ACTIVITY--Shapes of Things

3. When the object and outline correctly match, ask the child, *How did you know it was that object?* Then ask the child to think of other everyday or imaginary objects that might have the same or a similar outline.	Can the child discuss matching shapes?
4. After all outlines have been matched with the appropriate objects, put the entire collection of objects back in their original bag or box. Hold up the paper once more. Point to an outline and ask a child, *What did I use to make this outline?* Ask the rest of the group to confirm the answer or assist in naming the right answer, if necessary. When the group agrees with the answer, continue with another outline and a different child until all of the outlines have been identified.	Can the child remember which object made a designated outline?

INTELLECTUAL TALENT ACTIVITY
Pollution Solutions

MATERIALS:

- Newspaper.

STEPS:	ASSESSMENT QUESTIONS:	
1. Gather the children together at a table. Pick up a section of newspaper and pretend to be reading it. After a few seconds, say, *Well, I guess I'm finished reading this.* Throw that section carelessly on the floor. Repeat this several more times. Then ask, *Do you think it's a good idea to just toss my newspaper aside when I'm finished with it?* Discuss why not.	Can the child discuss why throwing the paper on the floor is not a good idea?	COMMUNICATING
2. Tell the children that throwing papers and garbage around is a kind of pollution called littering. *Litter is a big problem in some places. It can make things look ugly and dirty. What kinds of litter have you seen?* Pause for responses and ask, *Where have you seen litter?* Encourage the children to think about different places they have seen litter such as at the park, walking down the street, on the bus, at the beach, or on the highway.	Can the child name other types of litter and the places it is seen?	REMEMBERING
3. Say to the children, *What can we do about littering?* Accept all solutions, even the impractical ones. They might suggest putting people who litter in jail, putting trash cans everywhere, picking up all trash they see, or recycling things.	Can the child state possible solutions to the litter problem?	PROBLEM SOLVING
4. Tell the children, *Litter isn't the only pollution problem we have. Let's see if we can think of other types of pollution. Some of it might be right here in our town.* Bring up the idea	Can the child think of and recognize other forms of pollution?	SEEING RELATIONSHIPS

of noise pollution from cars, airplanes, and construction equipment. Discuss air pollution such as the exhaust from cars, factory smoke, and fumes from farm equipment and lawn-care operations. Another possibility is water pollution caused by oil spills and chemicals dumped in the water. If possible, take the children on a walk to find pollution problems. (If this is not possible, go to a window and view a busy street.) While on the walk, ask the children to find and name the various forms of pollution they might see, hear, or smell. Remind them of their previous discussion on pollution. Encourage the children to discuss possible solutions to any of these problems.

INTELLECTUAL TALENT ACTIVITY
Holding Water

MATERIALS:

- Objects that hold water and objects that do not hold water. Some suggested objects are:

  - Plastic bowl
  - Flower pots with and without holes
  - Paper bag
  - Envelope
  - Cardboard Box
  - Cups
  - Tablespoon
  - Fork
  - Toilet paper roll
  - Cans
  - Jars
  - Drinking straw
  - Jar lid
  - Bottle cap
  - Sponge
  - Strainer
  - Sock

- A large container of water, access to a sink, or a water table.

- A small pitcher.

- Towels for mopping up.

STEPS:	ASSESSMENT QUESTIONS:
1. Set out the assortment of objects on a table. Pick up each item and ask the children to describe the item. Call on specific children to describe an object to make certain that each one has an opportunity to talk.	Can the child describe at least one object?
2. Set out the assortment of objects on a table. Tell the children that you would like them to guess if each of the items can or cannot hold water. *Let's sort these into two groups.* Ask each child to sort several of the objects. Have the children put all of the things which can hold water in one group and put all of the things which cannot hold water in another group. Continue until all items have been placed in one group or another.	Can the child sort the objects into two groups?
3. Ask a child to choose an object from either group. Say, *Let's see if it's in the right group.* Depending on the object chosen, have the child either dip the object into the container of water or fill it from the pitcher. Encourage the children to reach an agreement on whether or not the object held water. Repeat until each child has had a turn to determine whether or not one of the objects holds water. Ask the children to explain why an object does not hold water. Perhaps it has a hole in it, or it is too flat, or the water goes through it. Help	Can the child determine whether or not an object holds water and explain the reason?

COMMUNICATING SEEING RELATIONSHIPS PROBLEM-SOLVING the children to discover that some objects may hold water for a little while before the water begins to leak through. Other objects, such as the sponge or the sock, may hold a small amount of water by absorbing it (or "soaking it up"). Continue taking turns until all of the objects have been tested.

4. Put all the objects together once more. Then ask each child to come up, choose an object, and tell the group whether or not that object held water.

Does the child remember the results of the experiment?

INTELLECTUAL TALENT ACTIVITY
Animal Friends

MATERIALS:

- Two large pieces of construction paper: red and blue.
- Twelve animals (pictures included with this activity).

	STEPS:	ASSESSMENT QUESTIONS:	
1.	*I'd like to introduce you to some friends of mine.* Place the twelve animals on the table. *My friends want to go to the ice cream shop, but they can't all fit into one car. First they all tried to get into the red car, but they didn't fit! Then they all tried to get into the blue car, but they couldn't fit into that one, either. What should they do? They need to divide themselves somehow.* Set out the blue and the red sheets of paper. *Let's pretend that this sheet of red paper is the red car, and that this sheet of blue paper is the blue car. How can we divide the animals?* Give the children a few minutes to look at the animals. You might ask questions to encourage comparisons. For example, *How are these animals different from each other? Are there ways in which some of them are alike?* Ask the children to think of ways to divide the large group of animals into two smaller groups.	Can the child perceive differences or similarities (in size, shape, color, etc.) among the animals?	SEEING RELATIONSHIPS
2.	Let one of the children divide the animals on the sheets of paper and ask that child why he or she is dividing them that way. Accept and praise all reasoning, including alternate order: "one here, one there." Give each child a turn to put the animals into the two "cars", mixing them up after each turn. Encourage each child to think of a new way to divide the animals. Praise imaginative reasons; for example, "These animals always get strawberry ice cream, and these animals always want milkshakes."	Can the child explain why a group of animals belongs together?	COMMUNICATING

PROBLEM-SOLVING

3. Now, set other pieces of construction paper aside and arrange the animals in a circle. *Let's pretend that the animals are at the ice cream parlor, eating their ice cream. Look at that (bear)! He's trying to eat everyone's ice cream. What should the other animals do?* Encourage the children to discuss this problem, finally agreeing on one solution. Other problems the children can discuss and solve are:

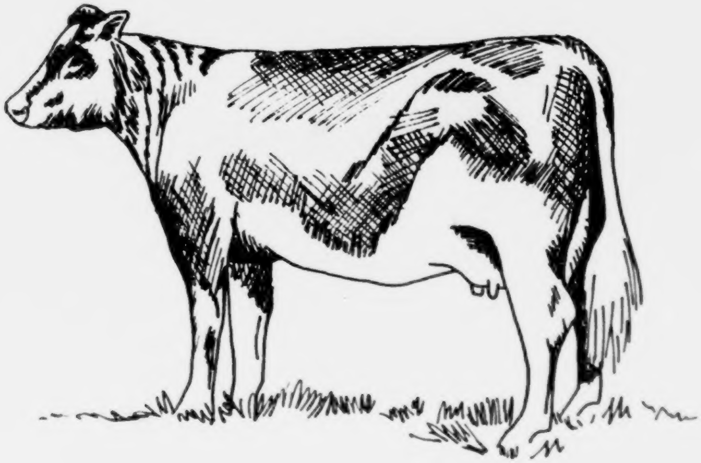
   - The (Horse) spills her milkshake all over herself and three other animals.
   - (Pig) starts crying because he doesn't want his ice cream. He wants the same kind that elephant has!

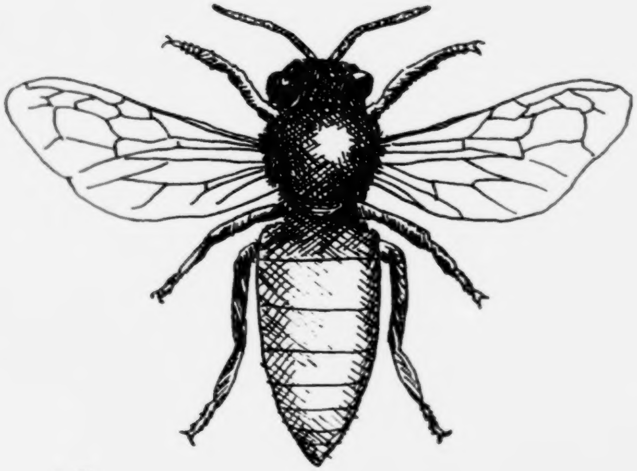
Can the child solve a dispute that occurs between animals?

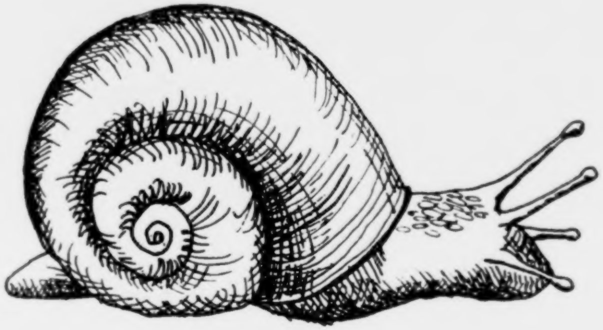
REMEMBERING

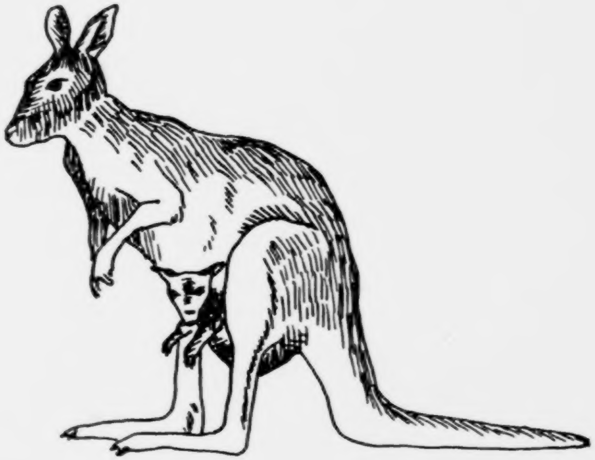
4. Finally have the animals finish their ice cream, get back into the "cars," and go home. Put the animals away, then ask, *Can you remember all twelve animals from our story?* Give each child a chance to name the animals.

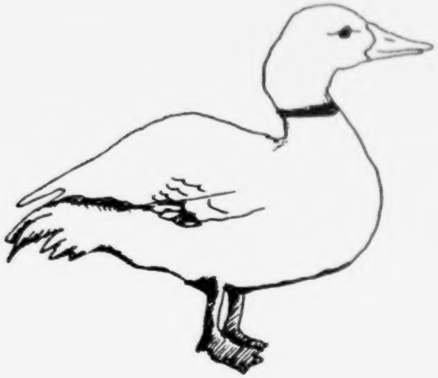
Can the child name all twelve animal friends?

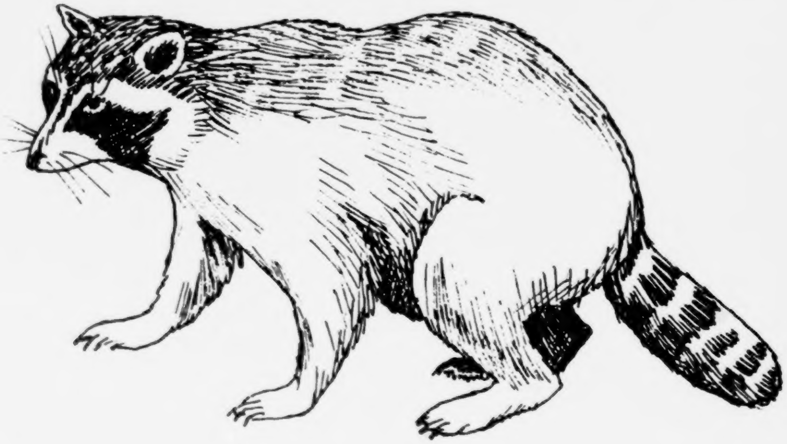


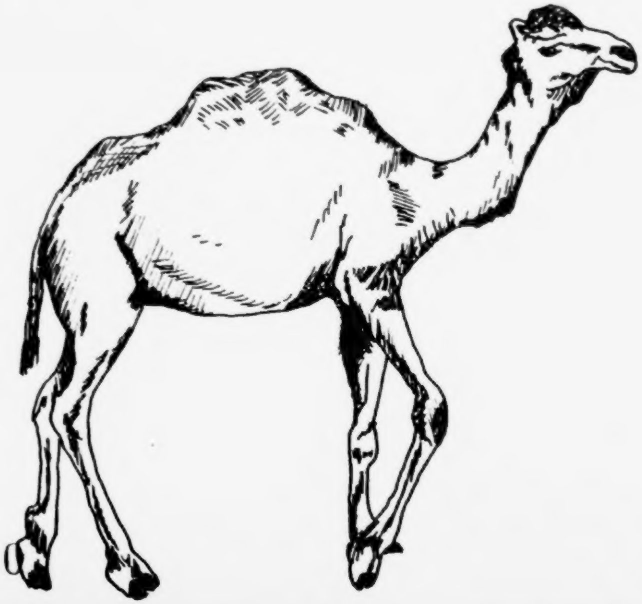


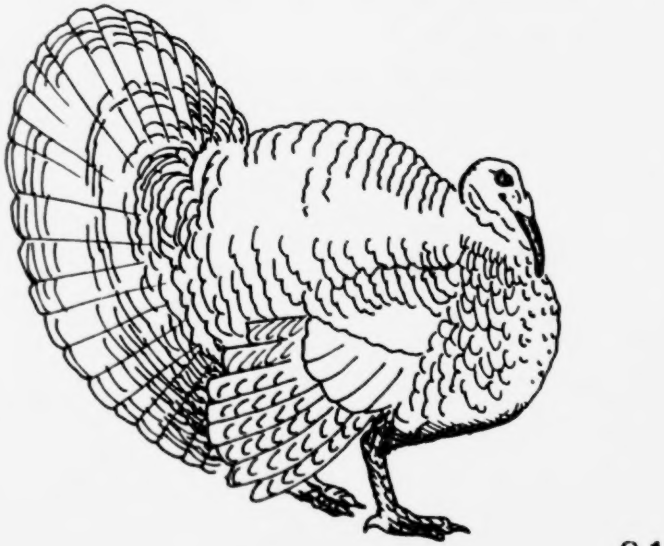


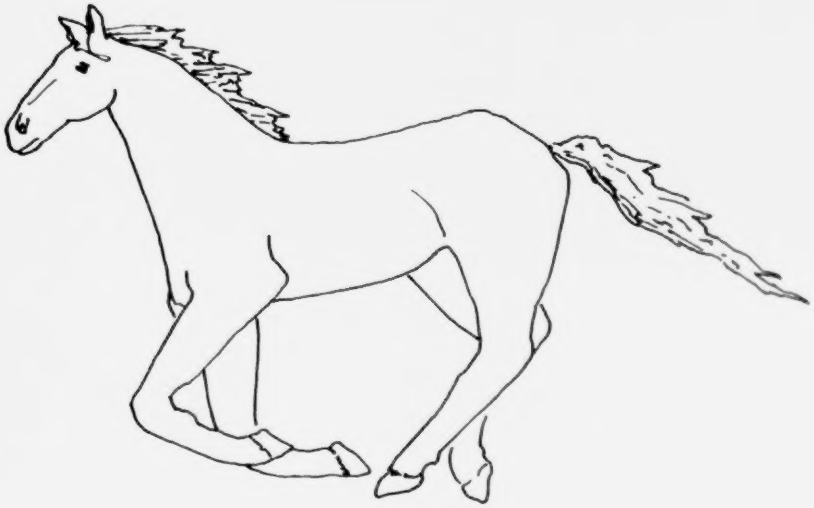


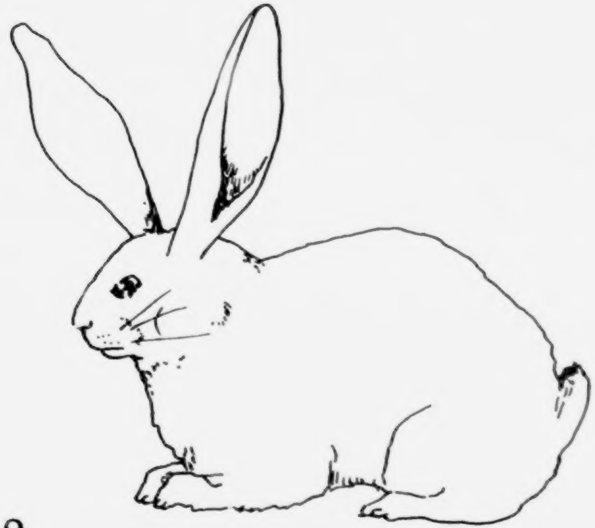


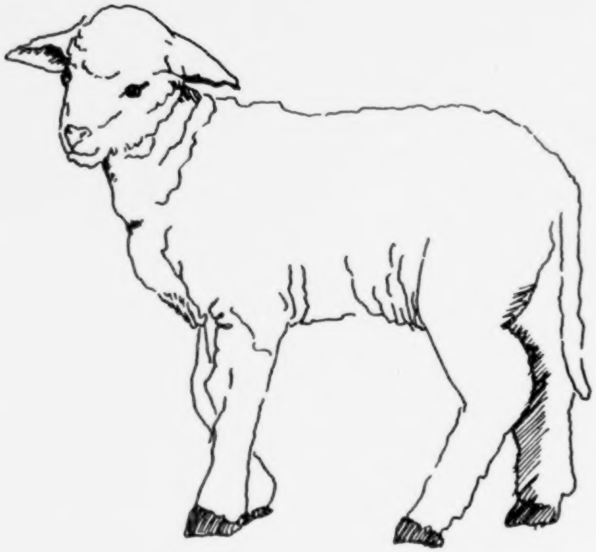


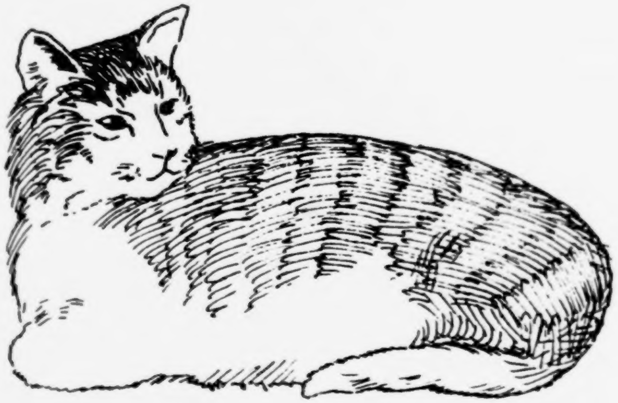












INTELLECTUAL TALENT ACTIVITY
Snow or No?

MATERIALS:

- Chalkboard and chalk.
- Optional: A girl puppet, Hazel, and a boy puppet, Filbert.

STEPS:	ASSESSMENT QUESTIONS:
1. Tell the following story using puppets if desired. *Once there were two giants named Filbert and Hazel who were going to make themselves a place to live. They made trees and flowers and rivers and animals. All they had left to do was to make the weather. Hazel wanted very much to make some snow for their new home, but Filbert said, 'I don't like snow. There are too many bad things about snow.' What are some of the bad things about snow that Filbert can tell Hazel?* Encourage each child to think of at least one negative thing about snow. List these ideas on the chalkboard. Suggestions might include ideas such as, it makes you cold, you could fall on slippery sidewalks, cars can get into wrecks, etc.	Can the child discuss some negative aspects of snow?
2. *Filbert told Hazel all those bad things about snow. But Hazel still wasn't convinced. She said to Filbert, 'There are lots of good things about snow, too. Let me tell you some of the good things.'* Tell the children, *Help Hazel think of some good things about snow. If you think of enough good things, maybe Filbert will want to have snow, too.* List each positive suggestion on the chalkboard. Suggestions might include ideas such as, you can make a snowman or igloo, it looks pretty, you could be pulled in a sled, etc.	Can the child name the positive aspects of snow?

COMMUNICATING

SEEING RELATIONSHIPS

INTELLECTUAL TALENT ACTIVITY--Snow or No?

3. *Hazel and Filbert couldn't decide if they should have snow at their new home or not. They knew some of the bad things about snow, but they also knew some of the good things. What do you think they should decide?* Read the lists, then ask each child to give his or her decision and to state some reasons for arriving at that decision.

Can the child discuss why there should or should not be snow?

PROBLEM-SOLVING

4. Finally tell the children, *Filbert and Hazel decided to have some snow around their home. It was exciting because on a single day they did ten different things with the snow. I'll read you a list of what they did. Now listen carefully. See how many of these things you can remember.*
   1) *shoveled the sidewalk*
   2) *built a snowman*
   3) *made a snowfort*
   4) *pulled each other on a sled*
   5) *made snow angels*
   6) *threw snowballs at each other*
   7) *watched a snow plow*
   8) *looked for animal tracks*
   9) *tried skiing*
   10) *slipped on it, but didn't get hurt.*

   Read the list twice. Then give every child a chance to repeat as many as can be remembered. Praise the children for being good listeners and thinkers.

Can the child recall several things to do in the snow?

REMEMBERING

INTELLECTUAL TALENT ACTIVITY
Size Me Up

MATERIALS:

- A table, placed approximately six feet from the group. Using yarn and tape, make "bars" around the table by taping one end of the yarn to the edge of the table and the other end to the floor. Leave a child-sized opening for a door.

- A yardstick and a tape measure should be available, but not in sight.

STEPS:

1. Sit with the children in a group. Tell them that you are going to tell a special story. It will be special because each of them will be in the story. Read the following story, using a "scary" voice for the witch's lines.

Once upon a time there was an old witch who was very, very mean. "I'm very nasty," said the old witch, "and I like to catch little children and lock them up in my cage and make them work very hard for me."

*Well, one day the old witch put on her ugliest face and went to the school house. She looked in the window and there she saw some lovely children. They were all sitting, listening to their teacher tell them a story. The old witch knocked on the door (*knock*), and the school teacher opened it.*

"Oh, what lovely children," said the witch. "Why, you must let me have one to come and work for me."

"Never," said the teacher.

"Well, if you won't let me have one," replied the old witch, "I'll put you into a trance and take them all."

"Oh dear," said the teacher, "I'll have to give her one. Which child will it be?"

The witch shouted, "Give me the shortest one!"

At this point, ask the children to think of ways to find the shortest child. Encourage them to think of several ways, and then to agree on using one method.

ASSESSMENT QUESTIONS:

Can the child compare heights and choose the shortest child?

INTELLECTUAL TALENT ACTIVITY--Size Me Up

One idea might be to have two children stand back-to-back and continue until all children have been compared until the shortest is agreed upon. They might also decide to use a yardstick or tape measure to measure each child's height. Be sure that the children are involved in the measuring and comparing of each other's height.

Continue the story. *"Oh," said the witch, taking* (insert the name of the shortest child) *by the hand. "So this is the shortest one!"* Lead the shortest child out of the group and into the cage under the table.

Continue with the story. *The next day, the witch returned to school. "Oh what lovely children," she said. "Give me one more!"*

"Never!" said the teacher.

"Then I'll take them all," said the wtich.

"Oh, dear, which one can I let her have?" thought the teacher. "Give me the shortest!" shouted the witch.

Repeat the above method of choosing the shortest; continue the story in the same way until all but one chid has been captured. At that point, let the witch laugh cruelly and say, *"I'll take that child, too!"*

Conclude the story, *At last, all the children had been captured, and the teacher was very sad and lonely. One night, very late, she crept down to the witch's house. "Shhhh!" she whispered to the children. "Don't make a sound. I've come to bring you back to school." The teacher broke the bars off the cage* (remove several lengths of yarn), *and she and all the children went back to school and lived happily ever after.*

2. Say to the children, *That old witch taught us who is shortest and who is next to the shortest. Let's see if you can line up--from the shortest to the tallest.* The children should find their places with little or no hesitation.

Can the children correctly line up by height?

INTELLECTUAL TALENT ACTIVITY--Size Me Up

3.	Ask the children to sit down with you once more. *Let's tell the story again. This time let's do it so that the mean witch takes the tallest child first, then the next tallest, until all of you are taken. Can you remember how the story goes?* Encourage each child to tell part of the story.	Can the child participate in retelling a version of the story?	COMMUNICATING
4.	As the children tell the story, encourage them to choose the tallest, next tallest, etc. from memory. Ask the children, *Who did the witch take the last day? Who did she take the second to the last day?* Continue until the first day is reached.	Can the child recall the order of heights and rank them in reverse order?	REMEMBERING

INTELLECTUAL TALENT ACTIVITY
Playing Games

MATERIALS:

- Several beanbags.

- Three empty (heavy cardboard) boxes.

STEPS:	ASSESSMENT QUESTIONS:
1. Gather the children together in a circle on the floor. Set the empty boxes and beanbags in the middle of the circle. Tell the group, *Here are some beanbags and boxes. I thought we could use them in a game. But I didn't think of a game, so I thought you children could make one up yourselves.* Let the children have several minutes to think about and discuss possible games. They might want to experiment with the boxes and beanbags as they are thinking.	Can the child use the materials provided to invent a game?
2. Now call on one child, saying, *Tell us how to play a new game. You explain it and we'll listen.* Be sure that all the children in the group understand the new game. Encourage discussion of specific procedures and/or rules until the game seems clearly understood by all of the children.	Can the child clearly explain the rules and procedures of the newly-invented game?
3. After the game has been explained, let the children actually play it. Each child should follow the rules and procedures previously agreed upon. If an unforseen question or problem arises, allow the group to discuss it until a solution is reached. Play the game through to its completion.	Can the child play the new game?
4. Now set the boxes aside. Gather the children together once more. Say, *We played a new game and it was a lot of fun. Does this game remind you of any other games?* Encourage the children to think of at least one other game that is similar. Ask them to compare it to the new game. For example, *You said it reminds you of basketball. How is our game like basketball?* Pause for responses.	Can the child compare the new game to another game?

How is it different than basketball?
Again, pause for responses. Praise the children for being both good inventors and good players.

FOLLOW-UP SUGGESTIONS:

- On another day, let the children use the same materials to invent a different game or to add a new twist to the previously-invented game. They might want to arrange the boxes differently or think of a different position to use when throwing the beanbags.

INTELLECTUAL TALENT ACTIVITY
Patterns

MATERIALS:

- Chalk and chalkboard.
- Twelve identical forks, spoons, and knives.
- A towel.

STEPS:

1. Tell the group, *Today we're going to make patterns. I will draw some shapes up high on the chalkboard:*

   ○ □ ♡ △ ▭

   These are the shapes that I'll use. Review the name of each shape. *Now, I will make a pattern using two of those shapes:*

   ○ △ ○ △ ○ △

   We need to decide what shape will come next. Ask the children to look at the row of shapes that you first drew on the board. Point to the circle, *Have I used the circle in my pattern?* After the group agrees that you did, ask the same question for each of the other shapes in the line, erasing those shapes that were not used. (Only the circle and triangle should remain on the board). At this point, call on a child to identify the shape that should come next: *We know the next shape is either a circle or a triangle; which is it?* Praise the child for a correct answer. Follow this procedure for several more patterns; each pattern should use two shapes in a simple pattern. For example:

   □ ♡ □ ♡ ___,

   ▭ △ ▭ △ ___ , etc.

ASSESSMENT QUESTIONS:

Can the child use the process of elimination to choose the next figure in a simple pattern?

2. Next bring out the silverware. (Be sure that all children are facing the same way). *Let's see if you can find a pattern with silverware.* Make a pattern as follows: spoon, knife, fork, spoon, knife, fork, spoon. Call on a child to choose the next piece of silverware and to place it after the spoon. Then ask that child to choose one more piece to complete the pattern. Ask the child, *How did you know what came next? How would you describe this pattern?* The child might answer, "First there's a spoon, then a knife, then a fork." After the child answers, start another pattern, calling on another child to continue. Again, ask the child to explain the pattern. Do this for several patterns. An easy pattern might be: spoon, spoon, fork, knife; spoon, spoon, fork, knife; spoon, _____, _____, _____. A more difficult pattern might be: 2 spoons, 3 forks, 1 knife; 2 spoons, 1 fork, 3 knives; 2 spoons, 3 forks, _____. Consider each child's ability, adjusting the difficulty of the pattern accordingly.

Can the child continue a more complex pattern?

SEEING RELATIONSHIPS

3. Tell the children that now you're going to play a memory game. *I'll make a pattern with the silverware. After you have seen it, I'll cover it with this towel; then I'll ask one of you to make that same pattern. After you make a pattern, you can take the towel off and we'll compare the two patterns.* After the towel is removed, ask the child to correct any mistakes. Give each child at least one chance to copy a pattern from memory. If a child is having difficulty, ask him or her to describe the pattern before you cover it. You can increase the difficulty of this activity by increasing the number of items used in a pattern.

Can the child remember and reproduce a pattern just seen?

REMEMBERING

INTELLECTUAL TALENT ACTIVITY--Patterns

4. Tell the children that patterns can be made from many different things. Tell them to think about something in the room that they could use to make a pattern. Give each child an opportunity to collect materials and come forward to present his/her pattern, explaining what the pattern is and what would come next.

Can the child create a pattern and explain it to the group?

INTELLECTUAL TALENT ACTIVITY
What's Next?

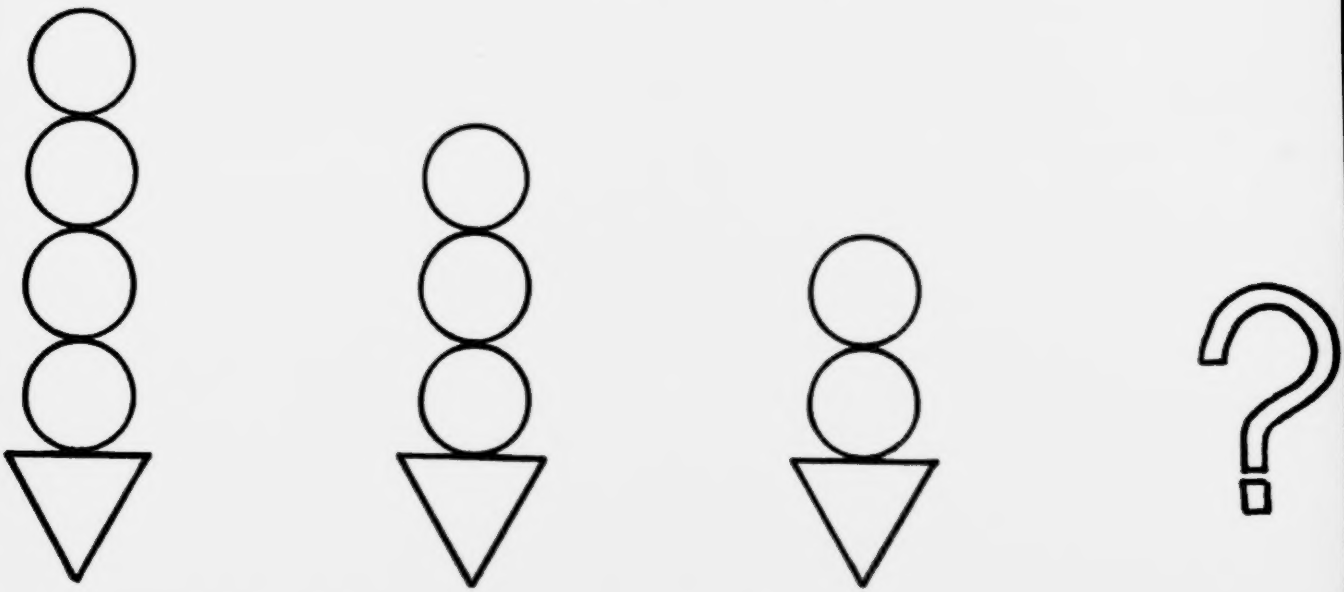
MATERIALS:

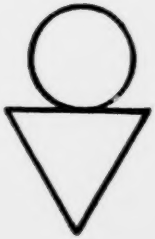
- Figured progressions, included with this lesson.
- Pencil and paper.

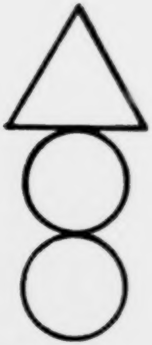
STEPS:	ASSESSMENT QUESTIONS:	
1. Sit at a table with the children. Hold up the first sheet of figured progressions so that the entire group can see it. *What are these pictures of? Yes, ice cream cones. But each ice cream cone is a little different.* Explain that the first cone has four scoops of ice cream, the second cone has three, and the third cone has two scoops; point to each figure as you talk about it. Then say, *It looks as though someone is eating the scoops of ice cream. If this figure* (point to the appropriate figure) *shows two scoops, how many scoops should the next figure show?* The children should agree that the next figure should show one scoop. Call on a child to point to the appropriate figure. Repeat with progression sheet #2, following the same procedure.	Can the child use the process of contrast and comparison to arrive at the next figure in the progression?	PROBLEM-SOLVING
2. Show the children progression sheet #3. *Tell me how the next figure should look.* After a child states that the next figure should show four petals, complete that figure in pencil, asking that child to explain the answer. *How do you know that? What does each of the figures show?* Then repeat this procedure with progression sheet #4.	Can the child explain the order of the figures?	COMMUNICATING
3. Hold up progression sheet #5. *In this picture, all the figures are mixed up. Which one should go first? second? etc.* The children should be able to arrange the figures, from one ball in the rectangle, to two balls, to three balls, to four balls. (It would also be correct to arrange the pattern from four balls, to three, to two, and to one). Repeat this procedure with sheet #6.	Can the child order the figures into a logical pattern?	SEEING RELATIONSHIPS
4. Using a sheet of paper and a pencil, draw any one of the figures from any one of the patterns. *Look carefully at this; try to remember it.* Then put it face	Can the child remember a figure seen seconds earlier?	REMEMBERING

down on the table, and take out the sheet that contains that figure. *Show me the figure that I just drew.* The children should be able to point to the correct figure in the row of similar figures.

FIGURED PROGRESSION #1

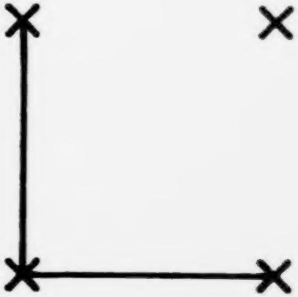


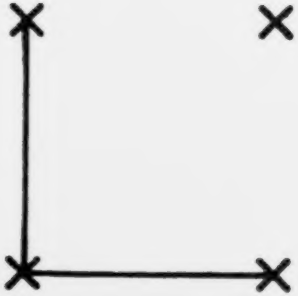


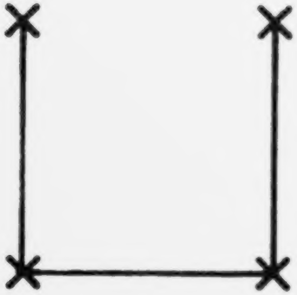


Which one of these should be next?

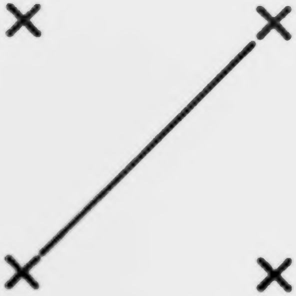
FIGURES PROGRESSION #2

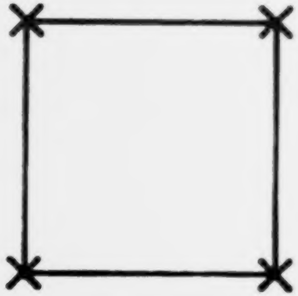






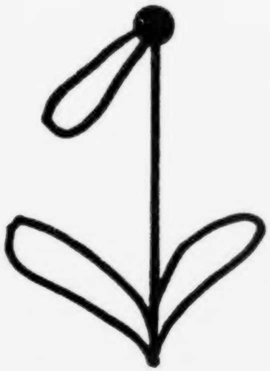
?

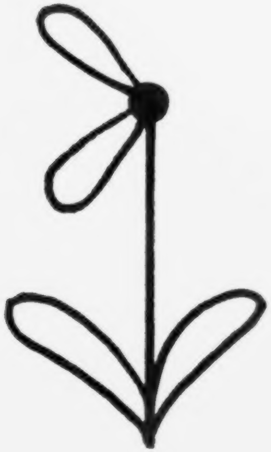


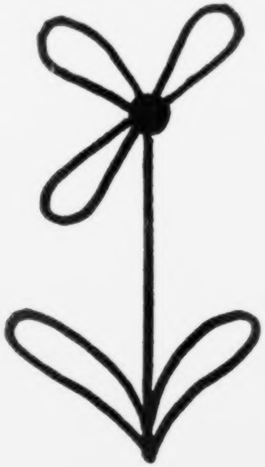


Which one of these should be next?

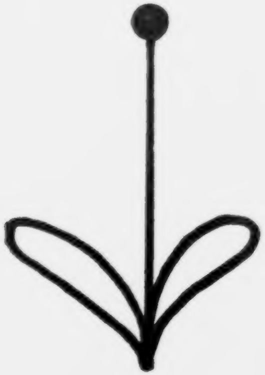
FIGURED PROGRESSION #3





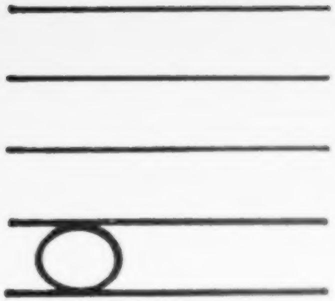


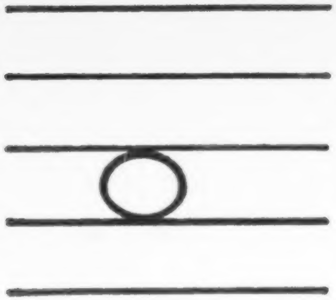
?

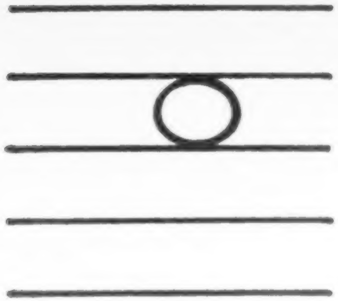


Complete this last figure in the progression.

FIGURED PROGRESSION #4



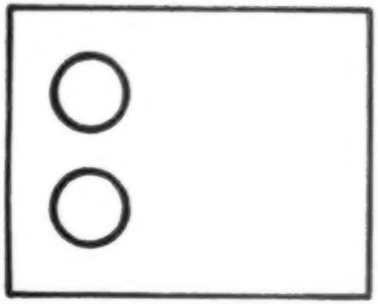


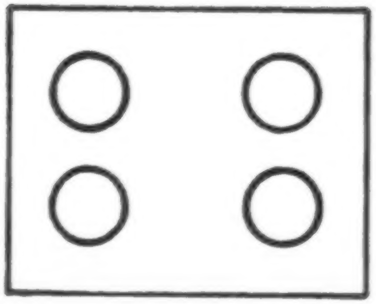


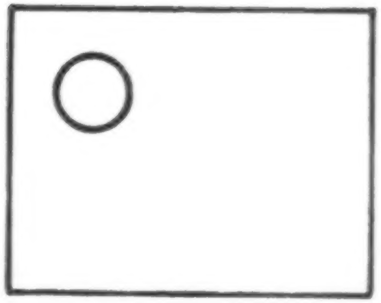
?

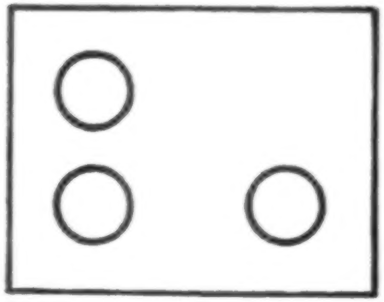
Complete this last figure in the progression.

FIGURED PROGRESSION #5





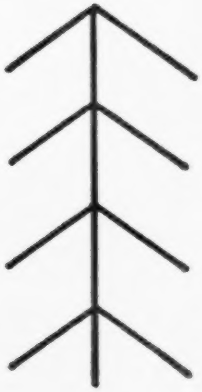




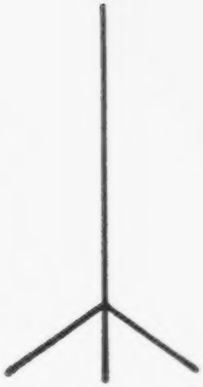
______ ______ ______ ______

Number the order that these should be in.

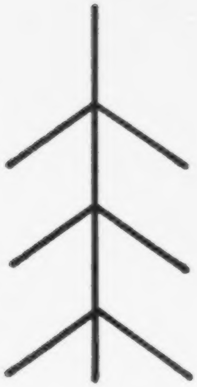
FIGURED PROGRESSION #6



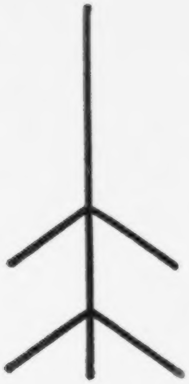
____



____



____



____

Number the order that these should be in.

INTELLECTUAL TALENT ACTIVITY
One, Two, Three

MATERIALS:

- Six sets of picture progressions (prior to the activity cut apart the picture sets included at the end of this activity).

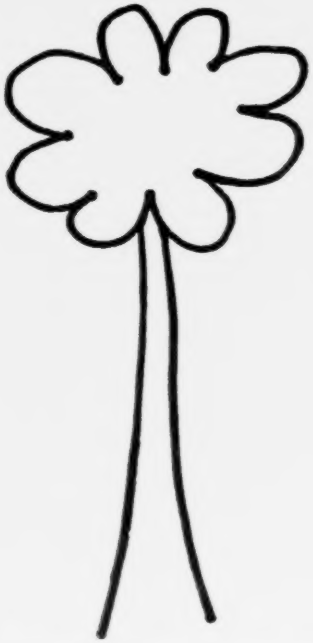
	STEPS:	ASSESSMENT QUESTIONS:
1.	Sit down at a table with the children. Set out the first set of picture progressions (the three trees). *Why do these three pictures belong together?* The children should conclude that the pictures belong together because each one has a picture of a tree on it. Next say to the children, *Look carefully at these pictures. How do the pictures change?* The children should conclude that the trees go from tall to short. Repeat this procedure with pictures of the balls (big to little) and the people (thin to fat).	Can the child explain the order behind the pictures in a set?
2.	Next, take out the picture set of curly-haired heads. Hand them to a child and say, *See if you can put these in order. I'll put this one first.* (Set down the straight-haired head). *Which picture goes next?* (Pause.) . . . *Which picture goes last?* Follow a similar procedure for the last two picture sets (short to long and full to empty).	Can the child put the pictures in order?
3.	After all the sets have been sequenced, hand the pictures for one set to a child. Ask that child, *How could you use these* (trees) *in a story?* The child might tell a story about three separate trees, or about the same tree changing. Either approach is fine. Let each child have a chance to tell a story, using a different picture set.	Can the child tell a short story, using the three pictures in a set?
4.	Conclude this lesson by playing a form of concentration. Take the cards from two sets (you should have six cards); shuffle them, then place them face down on the table. Call on a child to turn three cards over, the first child to turn over three cards from the same set wins. (Try adding one or two more sets to make the game more challenging).	Can the child play a memory game using the pictures?

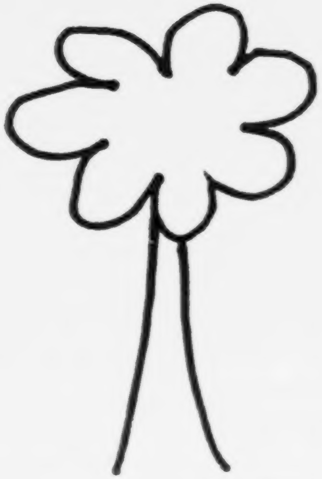
SEEING RELATIONSHIPS

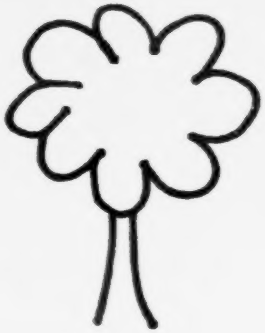
PROBLEM-SOLVING

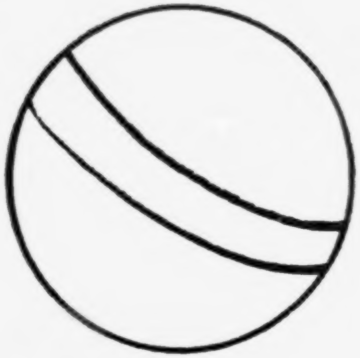
COMMUNICATING

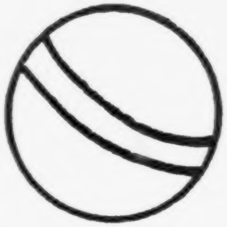
REMEMBERING

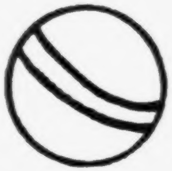


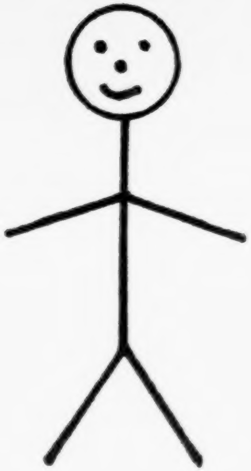


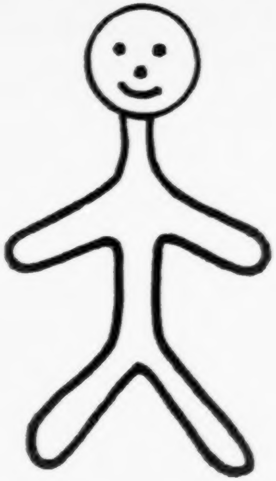


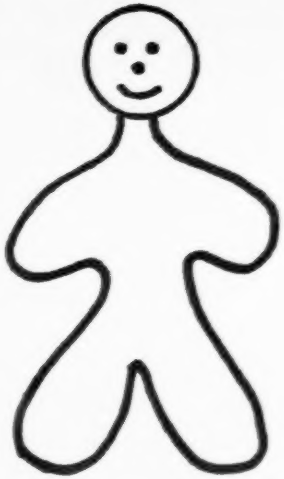


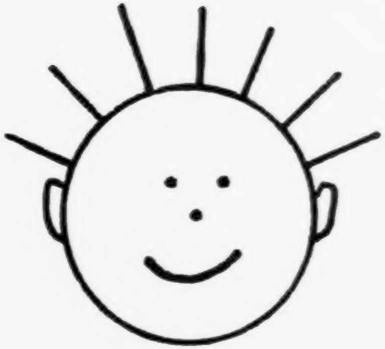


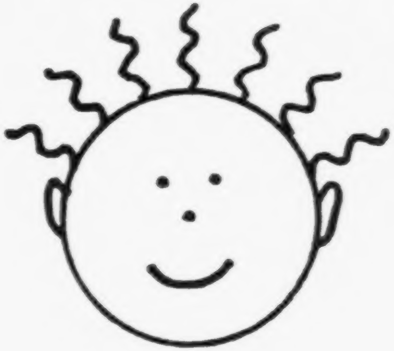


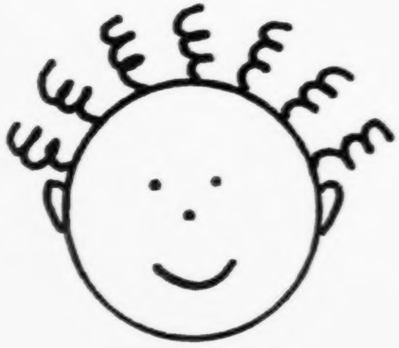


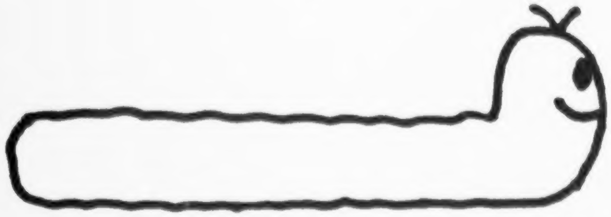


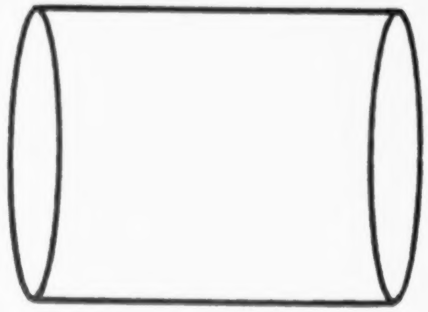


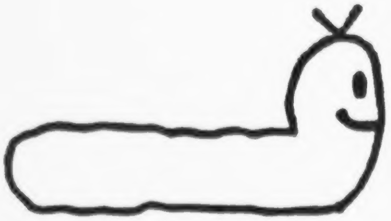


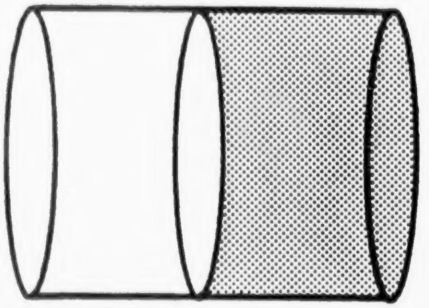


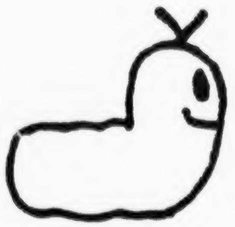


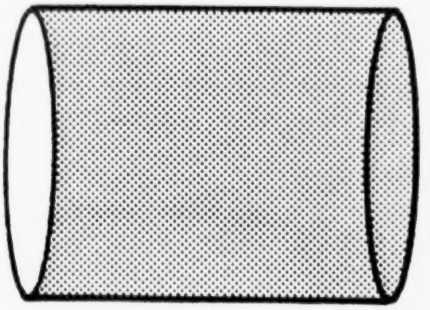












BOHST

CREATIVE TALENT

CREATIVE TALENT ACTIVITIES

Page
INTRODUCTION 33

INITIAL ACTIVITIES

Flying High 35
Marble Painting 37
What Would Happen If... 39

CONTINUING ACTIVITIES

Zork Returns 41
Tell Me a Story 44
A Story from Slurp 45
Through a Window 47
The Finishing Touch 49
Alien Uses 51
Square Ideas 53

Introduction

CREATIVE TALENT

The activities in this section are designed for the children you have identified as having creative talent. These children have particular characteristics that will make the lessons challenging and fun for them; namely, their skills of imagination, experimentation, and flexibility.

The activities are broken into four skill areas that are essential to the development of creative talent, allowing you to examine the child's performance while you are teaching each activity. Naturally, a talented child is going to earn glowing marks in some of these skill areas, probably the ones that caused you to pick him or her from all the rest as creatively talented. On the other hand, even a talented child will struggle or be less interested in other skill areas, perhaps needing some extra help or encouragement in these areas.

By using the first three lessons as your initial assessment, you can get a pretty good idea of which skill areas are strong and which areas are weak. You can then devise a plan (either at the TEP meeting or on your own) of ways to modify both the activities and your daily teaching to give the child the best dose of talent programming. The remaining seven lessons are also organized this way, so you can keep an eye on how the child is doing in these four areas as you teach the activities.

The four skill areas for creative talent should come as no surprise since they are closely related to the characteristics you used to identify the children. Each of these areas is described in brief below.

Fluency - the ability to produce a large number of ideas in response to a question or problem.

Originality - the ability to produce new and unusual ideas.

Elaboration - the ability to add great detail to an idea or product.

Flexibility - the ability to take an idea in a different direction by changing one's approach or point-of-view.

Creativity permeates all areas of talent. The four components of creative talent can be demonstrated through any curriculum area from art, music, and drama to science, woodworking, and large motor. To develop creative talent is to help children excel in any subject area; it is to help them be more flexible in any situation, enabling them to find creative solutions to problems both big and small.

CREATIVE TALENT ACTIVITY
Flying High

MATERIALS:

- Paper, pencil, crayons and/or markers.

- Cassette player and blank tape (optional).

	STEPS:	ASSESSMENT QUESTIONS:	
1.	*We're going to do some pretending for this activity. I happen to have some magical fairy dust in my pocket. When you sprinkle this on a person they become something else. Close your eyes so you don't get any fairy dust in them.* Pretend to sprinkle dust on the children's heads. *I've sprinkled the magic dust on you. You are no longer a boy or a girl. Now you are a beautifully colored bird. Imagine what that feels like--no arms or hair, but instead wings and feathers. Now let's pretend that you're using those magnificent wings of yours, gliding across the sky. What kinds of things would you see in the air around you?* Encourage the children to give as many ideas as possible—-other birds, bugs, clouds, airplanes, gliders, hot-air balloons, kites, bubbles, etc.	Can the child name several things that a bird may see while flying through the air?	FLUENCY
2.	Tell the children, *Think about what it would be like to be a bird. Would you think and feel the same things that you do as a boy or girl? Pretend that you're flying through a thunderstorm. What do you think, feel, hear, and see as that bird?* The children can dictate their ideas onto a cassette tape or you can write them down on paper. When the children have finished describing the first experience, tell them, *You've made it through the thunderstorm and now you're flying miles high in the sky. The clouds break and the sun shines through. Pretty soon you're flying across a huge ocean. There you are with the sun overhead and the ocean below. Tell me what that's like ... What do you feel, see, hear, and think about?* (Continue recording the children's ideas on the tape or on paper). *Finally, after several days of flying over the ocean, you make it to land. You're very tired and hungry, so you find a quiet*	Can the child imagine what it's like to be a bird in a variety of situations?	FLEXIBILITY

field to rest in. A woman wearing a uniform sneaks up on you, capturing you in a net. She puts you in a cage in a van, then she drives you to the zoo. There you are, in a big cage at the zoo, with lots of people walking by. What is that like? What do you feel, hear, see, and think now? (Again record the ideas).

3. Now ask the children to think again about the bird flying through the thunderstorm, going over the ocean, and finally being captured and placed in the zoo. *Draw a picture of what you think your flight looked like.* As the children work, go around to them, encouraging each child to include details in his or her illustrations. Also encourage the child to talk about the picture.

Can the child draw a picture of the bird's flight showing how it may have looked?

ELABORATION

4. After the pictures are finished ask the children, *How do you think the bird's adventure should end? What do you think finally happened to the bird?* Ask each child to conclude the adventure in a different way while you record the responses.

Can the child think of an original way to conclude the bird's adventure?

ORIGINALITY

Note: Allow the children to replay and discuss the tape someday during the free play (perhaps sharing it with children who were not involved with this activity). If the ideas were written down, rather than recorded, consider reading them to your entire class one day.

FOLLOW-UP SUGGESTIONS:

- Another similar activity is *What if you were ... a leaf?* The children could pretend to be:
  - opening on a tree branch in spring
  - going through a summer rainstorm with hail, thunder, and lightening
  - pulled off the tree by a child
  - raked up on a cool, autumn day

CREATIVE TALENT ACTIVITY
Marble Painting

MATERIALS:

- Shoe boxes with lids (one per child).
- Two or three bowls of tempera paint of different colors.
- Spoons (one per child).
- Several marbles.
- Construction paper, cut to fit inside the shoe boxes.

HINT: If you have access to the book It Looked Like Spilt Milk by Charles G. Shaw, use it to introduce this activity.

	STEPS:	ASSESSMENT QUESTIONS:
1.	Gather the children together, then talk about how we sometimes see pictures in things, like clouds. If there are some visible clouds in the sky, look out the window and ask the children what figures they see. Tell the children that they're going to do some painting with marbles. *After you've finished your painting, we're going to see what pictures we can find in them.* Have each child choose a shoe box and place a piece of paper in the bottom. Tell each to put a marble in a bowl of paint, then take it out using the spoon and drop it into the shoe box. Put the lid on and roll the marble around. Let the children repeat the process with a second (third and fourth) marble and color. When finished, remove the paper and look at each marble painting. *How many different pictures do you see in the painting? Look at it closely. What could it be?* Encourage each child to offer as many interpretations as he or she can for each marble painting and to point to the objects seen in the painting. After discussing each painting, review the variety of responses given. For example, *You were able to see a lot of different things in this marble painting---a boat, rain, trees, a spider, two kites, and a fence.*	Can the child see several different pictures in each marble painting?
2.	Combine two marble paintings, holding one next to another. *What new pictures do you see in the two combined?* Encourage the children to think of the two pictures as one large picture.	Can the child see pictures in two paintings combined?

FLUENCY

FLEXIBILIT

CREATIVE TALENT ACTIVITY--Marble Painting

3.	Next select several paintings, setting them up in front of the children in left-to-right order. Ask the children to use the pictures, moving from left to right, to tell a story.	Can the child use several paintings to tell a story?
4.	Rather than following the same theme or idea, ask each child to use the pictures to tell a different story. Allow them to substitute, add, or eliminate pictures, if desired.	Does the child tell an original story?

ELABORATION ORIGINALITY

CREATIVE TALENT ACTIVITY
What Would Happen If . . .

MATERIALS:

- Optional: Cassette player and blank tape.

	STEPS:	ASSESSMENT QUESTIONS:	
1.	Sit on the floor (or on the ground outside) with the children around you. Tell them, *Let's take an imaginary trip to another land. This land is a lot like ours, except for one thing--there is no sunshine. Close your eyes and try to picture what everything would look like.* Ask each child to say what this land would be like by either describing it *(The stars would always be out)* or by comparing it to our land *(It would be colder)*. Encourage the children to keep their eyes closed as they do this.	Can the child imagine being in a world without sunshine, stating some of the differences?	**FLEXIBILITY**
2.	After each child has talked about it, tell the children, *We have some idea of what this land without sunshine would be like, but let's think harder. What other ways would this land be different?* Push for many answers, allowing the children time to consider this.	Can the child name many changes or differences in a land without sunshine?	**FLUENCY**
3.	After the children have discussed the idea for awhile, tell them, *You've thought of a lot of good ideas. Can you think of one more idea that no one else has thought of before? Think of the things that you do everyday; what would be different?* Praise unusual answers, including imaginary ones.	Can the child think of unique or unusual implications of living without sunshine?	**ORIGINALITY**
4.	Then tell the children that you want them to tell a story about this land without sunshine. Ask one child to start the story, then point to other individuals to continue it, allowing each child to talk for a short period of time. Record the story on tape, if possible. When the children are finished, rewind the tape and let the children listen to it.	Can the child tell part of a story about a land without sunshine?	**ELABORATION**

CREATIVE TALENT ACTIVITY--What Would Happen If

FOLLOW-UP SUGGESTIONS:

- On other days, follow the above procedures with one of the following ideas:
    - a land where everything was the same color
    - a land that had no electricity
    - a land where everyone looked alike

CREATIVE TALENT ACTIVITY
Zork Returns

MATERIALS:

- "Zork" puppet (the same one as used in the activity "Alien Uses").
- A toothbrush and tube of toothpaste.
- A rock and a cup.
- A paper bag.
- Several unrelated items, such as a ball, spoon, string or yarn, jar of paste, candle, etc.

HINT: Wait a period of time before reintroducing Zork ... long enough for the children to be interested again, but not so long that they will have forgotten their last activity with Zork.

STEPS:

1. Put the puppet on one hand and assume its character. Zork: *I had so much fun with you the last time, I just couldn't wait to get back. You sure have some interesting ways, you Earthlings. How about another game? I have some objects that we use on our planet that go together. And I know your teacher has some things that you use together. Let's try and guess the reasons why they go together. You can go first this time.*

   Teacher: *Okay Zork, here on Earth we pair these two items together.* Hold up the toothpaste and toothbrush. *Can you guess why?*

   Zork: *Why in the world would anyone put these two things together. You people certainly are strange. Well, let's see ... Do you brush your hair, then squeeze this stuff over your head?* Have the children respond. *No, huh ... Do you put the stuff from this tube on your food and then use this to eat with?* Let the children respond again. *Hmmm ... I know! This tube is a boat for insects and they use this long plastic thing as an oar, right?* Let the children respond. *Do you squeeze this stuff on doll furniture and then clean it with this brush?* Let the children respond. *Gee, I've just about guessed all the sensible things. This is kind of far-fetched. Don't think I'm weird, but do you squeeze this stuff on the brush and then clean your teeth with it?*

ASSESSMENT QUESTIONS:

Can the child think of an unusual way to use a rock and a cup together?

ORIGINALITY

Let the children respond. *I don't believe it! What an odd notion. Okay, my turn. On my planet we use these two things together. Guess what for?* Have Zork hold up the rock and the cup. Ask each child to give Zork a different reason for pairing the rock and cup praising any unusual ideas.

2. Have Zork tell the children, *Those are all clever ideas, but I'm afraid you'll have to think harder. You still haven't guessed.* Encourage the class to come up with more reasons, pushing them to stretch their imaginations. After several more reasons, select one idea and have Zork say that it is the real one.

Can the child think of more than one idea for using the cup and rock together?

FLUENCY

3. Set out the bag and the unrelated objects. Zork: *Since you have such good ideas, I need you to help me with a problem. I want to give a gift to a friend on my planet. And I want to give this friend something she can really use. I've decided to give her this* *paper bag* *and something that would go with it. Which of these things* (point to the unrelated objects) *would go best with the bag?* See if each child can pair the bag with one of the objects and give a reason for the pairing. Then ask each child to pair the bag with a different object. (An especially enthusiastic child might try to pair the bag with each of the unrelated objects).

Can the child pair the bag with different objects and give a reason for each pairing?

FLEXIBILITY

4. Now have Zork say, *Those sound like wonderful ideas, but there are so many ideas that I'm more confused now than before! I have to decide somehow ... I know! If each of you could act out one of your ideas, I would be able to see how they go together. When I see you pretend to use them I'll be able to get a better feel for how my friend would use them.* Have the children act out their favorite idea, showing Zork exactly how his friend could use the two items they've paired. When the children have finished with their pantomimes, have Zork respond; *Good show! It worked too. I've made up my mind. I now have a gift idea for my friend and several more great gift ideas for my sisters and brothers.*

Can the child demonstrate the use of the bag with an unrelated object through pantomime?

ELABORATION

CREATIVE TALENT ACTIVITY--Zork Returns

You see I have 39 brothers and 52 sisters. We have rather large families on my planet. But that's another subject and I must be going. I've left my flying saucer parked illegally and I don't want to get a ticket. We don't have your kind of money. You have been very gracious hosts and hostesses. I hope we meet again soon. Bye now.

CREATIVE TALENT ACTIVITY
Tell Me A Story

MATERIALS:

- An interesting picture (use the one included with this lesson or cut one from a magazine and mount on a piece of paper). Paper-clip a plain sheet of paper on top for a title page and another sheet of paper underneath for the story page.

- Additional sheets of paper and a pencil.

STEPS:	ASSESSMENT QUESTIONS:
1. Show the children the booklet, telling them, *I started to make this book but I'll need your help. Look at the picture in this book. Can you think of some titles I could use for a story about this picture? What could we call this book?* As the children think of titles, print each of them on an extra sheet of paper. Accept all ideas.	Can the child think of more than one possible title for the picture?
2. Now reread the list to the children and tell them, *These are all good titles, but let's see if we can come up with a really different one. Look at the picture again, then think about it for a few seconds before you answer. Can you think of a more unusual title for our book?* Again, write down each suggestion. Be enthusiastic about any unusual or clever titles.	Can the child think of an imaginative and/or unusual title for the book?
3. Next, choose one of the suggested titles, printing it on the title sheet. Help the children read it, then say, *We have a title for our book and we have a picture. Now I need your help in writing the story.* Turn to the third page in the booklet and write down the words as the children tell the story; help them carry the story through to a logical conclusion. Then, starting with the title page, read through the completed story again.	Can the child carry out the idea of the chosen title by telling at least part of the story?
4. Now remove the title page and the story page, replacing them with blank sheets of paper. Print a different title on the title page, selecting one from the list of children's previous suggestions. Read the new title to the children, telling them, *Now let's make up a new story.* Once more, write the words as the children tell the story, following the above procedure. Conclude by praising the children for being good storytellers.	Can the child tell a different story for the same picture?

AP Photo
1982
Houston Post

CREATIVE TALENT ACTIVITY

A Story from Slurp

MATERIALS:

- none

STEPS:	ASSESSMENT QUESTIONS:	
1. *Today I'm going to tell you a story about a little boy named Snaffy. He lived far, far away on a planet called Slurp. He liked to play and have fun like all children, but some things were different on Slurp. Instead of walking and running like you do, everyone always hopped. And to make it stranger, everything moved backwards. What game do you think the children played?* Encourage the children to make up new game ideas or variations of old favorites that could be played while hopping and moving backwards. Praise any original or unusual ideas.	Can the child describe an activity that can be done when hopping backwards?	ORIGINALITY
2. Continue the story, saying, *Well, one day Snaffy decided to get something to eat. As he reached into the sop-a-sop where they kept the food, he heard a weird sound! It sounded something like this . . .* Make a strange sound with your mouth. *What do you think he heard? What are all the things you can think of that might make a sound like that on Slurp?* Encourage the children to think of as many different reasons for the sound as possible.	Can the child state several things that could make such a sound?	FLUENCY
3. *All of those are good ideas. How smart you are! Well, what he really heard was a very small animal who had hidden in the sop-a-sop. It was very frightened when it saw Snaffy.* *"Please don't hurt me," it said. "I didn't mean to break it!" Big tears dropped from the small creature's eyes.* *On the shelf was a broken container. All the lopaloos had spilled and were dripping off the shelf.* *Snaffy felt very sorry for the frightened little creature. "Don't cry," he said. "We'll think of something else to put the rest of the lopaloos in."*	Can the child improvise a solution to a problem?	FLEXIBILITY

Ask the children to help Snaffy figure out what to put the lopaloos in especially since they don't have plastic bags on Slurp.

4. *Just as they were finally deciding what to use and feeling very proud of themselves for thinking of it, in came Snaffy's mother. Yes, even on Slurp, children have mothers. The little creature quickly disappeared. This left Snaffy standing there all by himself in front of the mess. His mother stopped in surprise. "Snaffy," she exclaimed, "did you make that mess?" Well, on Slurp no one ever tells a lie so Snaffy told his mother all about the frightened little creature. How do you think Snaffy described the little animal?* **Give the children an opportunity to describe the creature. If they need help ask them questions such as the following:**
    - *How many eyes did the creature have?*
    - *How many legs did it have?*
    - *Did the creature have fur?*
    - *Did it have a horn?*
    - *What color was it?*

Encourage creativity and detailed descriptions.

Is the child able to describe the creature in detail?

CREATIVE TALENT ACTIVITY
Through A Window

MATERIALS:

- The window frame picture (included with this activity). Before beginning this activity, tape the "window" on a wall at the children's eye level.

STEPS:	ASSESSMENT QUESTIONS:	
1. Gather the children together, telling them, *Let's pretend we're taking a walk down a special street. Oh look, there's a lemonade drinking fountain.* Walk around the room with the children, pretending to see such things as an ice cream parlor, a merry-go-round, and a water slide. Then say, as you lead the group to the window frame picture, *And here's the Magical Toy Shop. Look at the toys! Let's name some of the toys we see in there.* Encourage each child to name several toys that he or she "sees" in the toy shop window.	Can the child name several things that might be in the toy shop window?	FLUENCY
2. Next, point at the window and say, *Look at that toy! I've never seen a toy like that before; something like that could only be found in the Magical Toy Shop. What special, unusual, different toy do you think I see?* If a child responds by naming a commonplace toy, tell him or her, *Well, I do see that toy there, but I'm looking at a different toy. The toy I'm looking at is so unusual that I've never seen one exactly like it anywhere else.* Praise any far-out or different responses.	Can the child name an unusual or original toy that could be in the window?	ORIGINALITY
3. When several original toys have been named, tell the children, *Who can pretend to be one of those toys?* Assist the "performing" child by making suggestions or asking questions, if necessary, like *How does the toy move? Do you need to turn it on?* or *Show us how you use it.* After a child has imitated a toy, ask the entire group to do the imitation together. Repeat for several toys.	Can the child pretend to be one of the original toys named?	ELABORATION
4. Finally, tell the children, *Well, we've been on this special street for a long time Now it's getting dark. Pretend you're one of the dolls in the window. What do you see as you look out the window into the street?* (Pause for responses) *How do you feel now that it's dark? What will you do now?*	Can the child describe being a doll in the toy store at night?	FLEXIBILITY

CREATIVE TALENT ACTIVITY--Through A Window

Accept a response such as "Go to sleep because I'm tired." Do this by reminding the children that since it's dark, no one will see them so they can do anything they want.

FOLLOW-UP SUGGESTIONS:

· Adapt this activity to other "window" ideas such as the following:

  - The palace of a king and queen
  - A U.F.O.
  - A haunted house
  - Hansel and Gretel's gingerbread house

CREATIVE TALENT ACTIVITY
The Finishing Touch

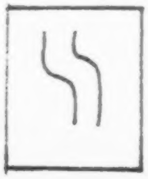
MATERIALS:

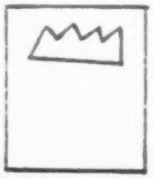
- One idea worksheet per child (sample worksheet included with this activity).
- Crayons or markers.

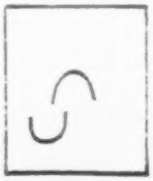
STEPS:	ASSESSMENT QUESTIONS:	
1. Hold up the idea worksheet so the children can see it. *This is just the beginning of a picture or idea. How could we finish it?* Ask the children for suggestions, reminding them that it could be many different things. Push the children for many ideas.	Can the child give more than one idea for completing the design?	FLUENCY
2. Now turn the design upside down, saying, *It looks different when you look at it like this. How could we finish this design?* After several suggestions, turn the paper sideways, and ask for more ideas.	Can the child think of additional ideas when the design is turned upside down or sideways?	FLEXIBILITY
3. Hand out one worksheet to each child. Tell the children, *I want you each to finish the picture in a different way. Before you start, tell me how you will finish it.* Encourage the children to experiment with the design by turning it different ways before they tell you their idea. Be sure each child uses an original idea. If a child repeats someone else's idea, say, *Someone's already thought of that; think of another way to finish it. Maybe you could try turning it a different way.*	Can the child think of an original way to complete the picture?	ORIGINALITY
4. After a child has settled on an idea, ask him or her to use the markers (and/or crayons) to complete the picture. Encourage the children to include details by asking appropriate questions. Put the pictures in a place where the children can see and compare them.	Can the child carry out his or her idea by completing the picture?	ELABORATION

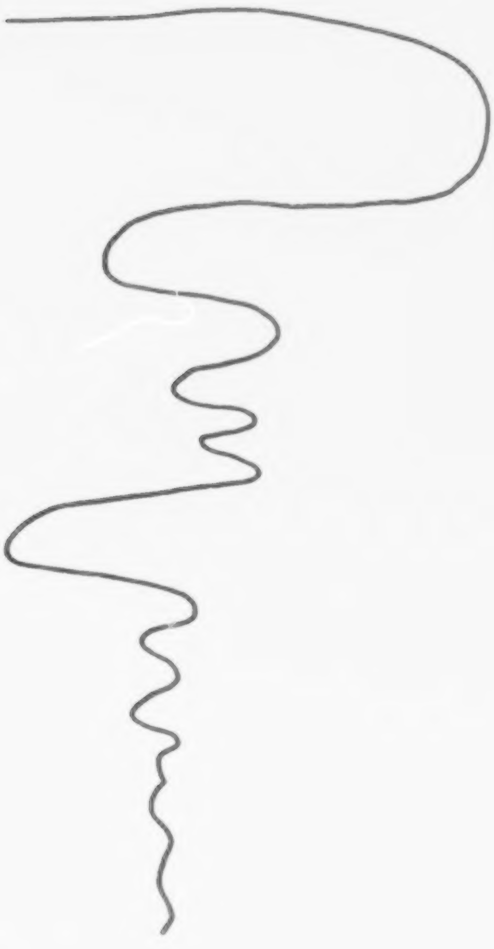
FOLLOW-UP SUGGESTIONS:

- Follow the above procedures using one of these designs:









CREATIVE TALENT ACTIVITY
Alien Uses

MATERIALS:

- A fork (you may substitute another commonly used object, such as a cup, mirror, pencil, key).
- A puppet (made to look like an alien creature with antennae).

	STEPS:	ASSESSMENT QUESTIONS:	
1.	Put the puppet on one hand and assume its character. Teacher: *We have a guest today. Let me introduce him to you. His name is Zork. He's an alien, a creature from another planet. I've asked Zork to class today so we could share some information about our worlds. He told me earlier that he thought we Earthlings used things in weird ways--in ways that don't make any sense.* Zork: *That's right. You people have some strange habits. Let me show you an example of what I mean.* Hold up the fork for Zork. *What do you use this for in your world?* Ask a child to respond. *See what I mean? That doesn't make any sense at all.* Teacher: *Well, Zork, what do* *your* *people use a fork for?* Zork: *I won't tell you; you'll have to guess! Then if you guess right, I'll tell you.* Ask each child to think of different ways to use a fork?	Can the child think of different ways to use a fork?	FLEXIBILITY
2.	When a child names an unusual use for the fork, say to him or her, *Show Zork exactly what you mean. Take the fork and pretend you're using it that way.* Continue until each child has had the chance to name and demonstrate an unusual use for the fork.	Can the child demonstrate using the fork in an unusual way?	ELABORATION
3.	Now encourage the children to think of even more uses for the fork. Accept all answers, praising the children for their ideas. After awhile, have Zork select one idea, saying, *That's it! You've got it. Now doesn't that make more sense than eating with it? How uncivilized!*	Can the child think of many uses for the fork?	FLUENCY

CREATIVE TALENT ACTIVITY--Alien Uses

4. Zork: *While we're on the subject of forks, there's actually a second, very secretive use for forks. Some people on my planet belong to a secret club. I happen to belong to it, so I know. In this club, we use forks in a completely different way. It is not any of the ideas you've suggested so far--although I must admit they've been good ones. Since the secret club prevents me from actually* *telling* *you what the use is, I'll have to communicate in another way. Let's see . . . I know, I'll make my antenna buzz when you've guessed correctly. Okay?*

Press the children to come up with some very unusual uses. When a child thinks of one that is particularly far-fetched, make a buzzing sound for Zork's antennae.

Conclude the lesson by having Zork say, *Thanks, friends. I didn't expect my visit to be so much fun. I had heard you Earthlings were rather odd, but you're not so bad. If you don't mind, I'll just invite myself back for a return visit. See you next time!*

Can the child think of an unusual and unique use of a fork?

ORIGINALITY

CREATIVE TALENT ACTIVITY
Square Ideas

MATERIALS:

- One booklet per child. Each booklet should consist of five pages stapled (or punched and tied) together; each page should have a square drawn on it. (You might trace around a square-shaped block varying the location of the square on the page each time. The square on the first page, however, should be in the same location in each booklet).
- Extra pages on which two squares are drawn. (These should not be included with the booklets at this time).
- Pencils, crayons, or markers.

STEPS:	ASSESSMENT QUESTIONS:	
1. Hold up one of the booklets so the children can see the first "square page". Tell the children, *There are many things that have a square shape. Look at this picture. What does it look like it could become?* After several ideas have been mentioned, select one and ask the children to draw a picture of that object in their books. Hand out the booklets and pencils, crayons, or markers at this time. As the children work on the first picture, remind them to include details in their pictures. For example, if the idea is a house, you might say, *Well, I see the door on your house, but how do you open that door? What does it need?* or *I see you're drawing a brick house; it looks very nice.*	Does the child draw a picture of the "class idea", including details in the picture?	ELABORATION
2. After the first picture has been completed, tell the children to work on the rest of the "square" pages, drawing a different picture on each page.	Can the child think of a different idea for each page in the booklet?	FLUENCY
3. As the children work, see to it that they work independently. To help accomplish this, you might space the children further apart. You might also try verbally reminding individual children to "think of a different idea."	Does the child use original ideas in his or her pictures or a typical idea in an unusual way?	ORIGINALITY
4. Finally, when all pages in the booklets are completed, show the children a page with two squares. *This page will be a little different, because it has two squares on it. See if you can draw something using both of these squares.*	Can the child complete a picture containing two squares?	FLEXIBILITY

CREATIVE TALENT ACTIVITY--Square Ideas

When these pictures are finished, ask the children to show them to each other. Then attach these to the rest of the pages in the booklet.

FOLLOW-UP SUGGESTION:

- Use this activity as the basis for other booklet ideas, such as,
  - circle ideas
  - triangle ideas
  - things that make me happy
  - things that remind me of summer
  - things that remind me of my family

BOHST

LEADERSHIP TALENT

LEADERSHIP TALENT ACTIVITIES

Page
INTRODUCTION 57

INITIAL ACTIVITIES

Introductions 59
Capturing the Market 61
Blind Walk 63

CONTINUING ACTIVITIES

Tour Guide 65
It's Show Time 67
I'm the Teacher 69
Shipwreck in Space 70
Is It Bad to Get Mad? 72
In This Ring 74
Party Time 77

Introduction

LEADERSHIP TALENT

The activities in this section are designed for the children you have identified as having leadership talent. These children have particular characteristics that will make the lessons challenging and fun for them; namely, their ability to get along well with people and to get a job done.

The activities are broken into four skill areas that are essential to the development of leadership talent, allowing you to examine the child's performance while you are teaching each activity. Naturally, a talented child is going to earn glowing marks in some of these skill areas, probably the ones that caused you to pick him or her from all the rest as having leadership talent. On the other hand, even a talented child will struggle or be less interested in other skill areas, perhaps needing some extra help or encouragement in these areas.

By using the first three lessons as your initial assessment, you can get a pretty good idea of which skill areas are strong and which areas are weak. You can then devise a plan (either at the TEP meeting or on your own) of ways to modify both the activities and your daily teaching to give the child the best dose of talent programming. The remaining seven lessons are also organized this way, so you can keep an eye on how the child is doing in these four areas as you teach the activities.

The four skill areas for leadership talent should come as no surprise since they are closely related to the characteristics you used to identify the children. Each of these areas is described in brief below.

Self-confidence - possessing a high opinion of oneself; feeling secure about one's strengths and weaknesses.

Organizing - being interested in and having the ability to plan and complete projects or involvements.

Sensitivity - demonstrating a caring or concerned attitude toward others (other children, adults, animals, etc.).

Persuading - having the ability to influence others; attracting others' interest and participation.

The following activities will give children many opportunities to practice their leadership skills and to feel confident about those skills. Leadership skills will benefit children in other areas as well. They will help children experience greater success in life because they will have the sensitivity to develop strong relationships with others and the self-confidence to meet challenges and to take risks.

LEADERSHIP TALENT ACTIVITIES
Introductions

MATERIALS:

- None.

STEPS:

1. Ask, *Does anyone know what an introduction is?* Pause for discussion. *Why do you think introductions are needed?* Pause for discussion. Then say, *Introductions give us some information about things. It might be a book or a piece of music. We introduce people for the same reason--to tell something about them. Today we are going to practice introducing each other. You will each have a partner. I want you to find out facts about each other by asking questions. What are some questions you could ask that would help you get to know someone else better?* Encourage the children to think of a number of different questions such as, What is your favorite story or song? What do you like to do on Saturdays?

2. Divide the children into pairs. Tell them to get to know their partner better in order to introduce them to the rest of the group.

   You may want to introduce an imaginary friend first as an example, e.g., *This is Sharon. She likes to play hopscotch on the sidewalk in front of her house. She really likes Big Bird on Sesame Street because he's so silly. The hardest thing she ever did was learn to ride a two-wheel bike.*

   Allow a few moments for the children to seek information. Then say, *It is time for our introductions.* Give each pair of children an opportunity to introduce each other.

ASSESSMENT QUESTIONS:

Can the child form questions which will gain pertinent information?

ORGANIZING

Is the child able to introduce another child in a confident manner?

SELF-CONFIDENCE

SENSITIVITY

3. When the introductions are over, see if the children's knowledge of each other has increased. Review what was said by asking riddles. Example: *I'm thinking of a girl who likes to climb trees. Her favorite food is spaghetti. She likes the song "Wheels on the Bus". Who is she?*

Can the child demonstrate having learned about the others by answering the riddles?

PERSUADING

4. Discuss advertisements with the children. Tell them that sometimes people advertise when they want to find someone else to do something for them, like fix the roof or take care of children. Tell the children to pretend that they want to find a new friend. They will need to think of what to say in an advertisement that will make people want to know them. Give an example such as *Wanted: a friend for a girl who loves to draw pictures, and eat chocolate ice cream, willing to share two-wheel bike.*

   Give the children time to think, then have each child dictate his or her advertisement to you. After you have collected all the ads, read them to the group. Ask which one describes someone they would like to meet.

Is the child able to dictate a persuasive friendship ad?

LEADERSHIP TALENT ACTIVITY
Capturing the Market

MATERIALS:

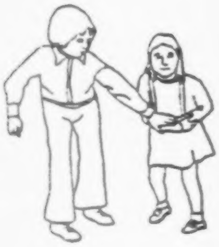
- Art materials such as paper, markers, crayons, etc.
- Building materials such as assorted boxes, empty paper rolls, tape, scissors, glue, etc.

STEPS:	ASSESSMENT QUESTIONS:	
1. Say, *We have many products today which were invented because people knew there was a need for them. For example, if no one had invented the light bulb we'd have trouble seeing in the dark. If no one had invented telephones, we could only talk to people who were close enough to hear us. Someone invented glasses so people with poor eyesight could see. Can you think of something which has been invented to help other people?* Allow time for discussion. Say, *Let's think of some brand new inventions which would help people. Try to think of new things which could help make people's lives easier. For example, what if there were so many people in your family that you couldn't all fit in your car. Can you imagine a way for your whole family to go somewhere together?* Help the children think of other new inventions by asking questions such as, *What's a problem that your parents have that a new invention might solve? Can you think of something new which could help with cooking? What might help someone who can't walk? What new invention might help you?* After you have discussed several ideas, ask each child to choose one invention to sell to other people.	Can the child suggest a problem and a way to solve it?	SENSITIVITY
2. Say, *Now you need to figure out how to make your new product. I want each of you to make or draw an invention the way you think it would work best.* Distribute the art and building materials. Allow the children time enough to complete their inventions. Encourage originality.	Can the child act independently in designing an original product?	SELF-CONFIDENCE
3. *Now that you have a product, how can you tell people about it? You need to figure out ways to show your product to the people who might buy it. Let's talk about what you can do to market or get your product out to other people.* Encourage the children to figure out possible	Can the child devise a clear plan for marketing the product?	ORGANIZING

marketing strategies. For example, putting it where people can see it, telling people about it, etc.

4. Say, *Let's talk about how companies sell their products or advertise. What is a commercial? What are commercials for?* Encourage the children to talk about different commercials and what they say in order to sell their product. Explain, *I want each of you to do a commercial about your product. Think about the good qualities of your product, what people would most like about it. What would you tell people about it in order to sell it?* Give the children time to think about what they will say. Then have each child stand before the group to "sell" his or her product.

Does the child convincingly sell the product?



LEADERSHIP TALENT ACTIVITY
Blind Walk

MATERIALS:

- Objects in the classroom to be placed in an obstacle course (chairs, table, desk, wastebasket, etc.).
- Blindfolds (2 or 3 should be enough).

STEPS:	ASSESSMENT QUESTIONS:	
1. Say, *Today we are going to play a new game. We are going to go through an obstacle course with a partner.* *You will get to take turns going through the course blindfolded. Your partner will go through with you and tell you exactly what to do.* *The first thing we need to do is to set up the obstacles. What do you think we should use?* If necessary, guide the childrens' thinking toward possibilities. *Where to do you think these obstacles should be placed?* Set up the course with the childrens' help, discussing how far apart the objects should be, etc.	Can the child organize the physical aspects of the course?	ORGANIZING
2. Divide the group into pairs. Put a blindfold on one child in every pair. Then have each pair go through the obstacle course. Remind each "seeing" partner to give very clear directions to their "blind" friend. Say, *Think about how to be a good leader, how to give helpful instructions, and how to get your partner to trust you. You must tell your partner exactly what to do.* After each pair has completed the obstacle course, have the partners switch roles and go through the course again.	Does the "blind" partner trust and follow the child?	PERSUADING
3. Have the children discuss the experience. Ask, *When you were "blind" how did you feel about the way your partner guided you? Were you afraid that you might get hurt or bump into something?*	Can the child talk about his or her own feelings as a "blind person?"	SELF-CONFIDENCE

LEADERSHIP TALENT ACTIVITY--Blind Walk

4.	Now say to the children, *I want you to think about your job as the "seeing person." What did you do to help the "blind person" get through the course?* Be more specific, if possible, asking how they helped their partner "crawl under the table," for example. *What words did you use to guide your partner? What could you have done differently to make it easier for the "blind person?"*	Can the child identify the needs of a "blind partner?"

LEADERSHIP TALENT
Tour Guide

MATERIALS:

- Sign that reads TOUR GUIDE (provided at end of activity).
- Tape.
- Chalkboard and chalk.

STEPS:	ASSESSMENT QUESTIONS:	
1. Say, *Have any of you ever visited a museum or any place which had a tour guide? What does a tour guide do?* Lead the discussion, explaining, if necessary, that a tour guide is a person who leads a group of people around a specific place and tells them about it. *The tour guide points out the important or interesting features and tells about them. The guide tells people what things are and how they work. A guide always speaks very clearly and loud enough so all the people on the tour can hear and understand what's being explained.* *Today we are going to take a tour of a very special place-our school. Everyone who wants to will have a turn to be our tour guide. I have a sign that our tour guide will wear. Who will be our first guide?*	Does the child volunteer to be a tour guide?	SELF CONFIDENCE
2. Say, *Let's talk about our tour before we start. Pretend you are going to show around a visitor who's never seen the school before. What would be the most interesting thing to show first? What would you want to show next? Should you try to show everything in one room first and then move on to another place? How would you organize this tour? I'll write your ideas on the chalkboard.*	Can the child organize a logical tour sequence?	ORGANIZING

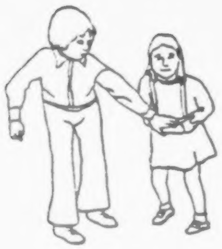
3. Ask the first guide to lead the other children on a tour. Say, *We're ready to tour the school now. Follow the guide and listen to what he or she is telling you. Pretend that you've never seen these things before. You may ask the guide questions as we go.*	Can the child interest the other children in the chosen features of the tour?
4. After the tours are over, have the children sit on the floor in a circle. Say, *I'm so proud of you! What good tour guides you were! Let's talk about the guided tours. Who did an especially good job? Why do you think (name) did well? Did (name) do something special?*	Does the child make positive comments about the performance of the other children?

FOLLOW-UP SUGGESTIONS:

- When the occasion arises, allow the child to provide classroom tours to visitors and new students.

TOUR

GUIDE !



LEADERSHIP TALENT ACTIVITY
It's Show Time

MATERIALS:

- A copy of the favorite story chosen by the children.
- Dress-up clothes for costumes and props, if possible.
- Chalkboard and chalk.

STEPS:	ASSESSMENT QUESTIONS:	
1. Ask, *What are your favorite stories?* List the favorites on the chalkboard. Say, *Sometimes when people really like a story, they act out the parts. A story that's acted out is called a play. Today we are going to put on a play.* *The first thing we need to do is decide which story we want to act out.* Read through the list on the board. *I want you to think about which story we should perform. Think about how we could act it out, how long the story is, how many characters are in it, what scenery might be important, etc.* Go through the stories listed, one at a time, having the person who suggested that story defend the selection, telling why, in his/her opinion, that story would be the best one for play adaptation. After each play has been discussed, have the children vote, by show of hands, for the story they prefer to perform.	Can the child persuade others to accept his or her choice?	PERSUADING
2. Explain, *Every play has a director. The director helps make decisions about costumes, scenery, and what the actors do, as well as organizing the practices or rehearsals.*	Can the child give reasons why he or she would be a good director?	SELF CONFIDENCE

LEADERSHIP TALENT ACTIVITY--It's Show Time

Ask, *Who would like to be the director? Tell us why you think you would be a good director.* After the volunteers have explained why they would be a good choice, have the children put their heads down to vote. The person who receives the most votes will be the director.

3. Say, *Now we know which play we're going to produce and we know who the director will be. We need to list all the characters in the play, and decide who would be the best person to play each character.* List all the characters on the board. Have the children talk about who should play each part. Encourage the children to consider how each character should look, how big a part each has, who wants to play the part, etc. Record the final decisions on the board next to the list of characters.

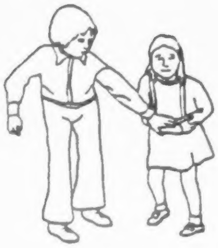
Does the child show understanding of other people's desires by suggesting they be assigned the part they want whenever possible?

4. Help the children decide how to organize the play. Ask questions such as, *What needs to be done first? What props or materials are needed? What should each person do? What needs to get done before the play can be performed?* Show the children any clothes or materials that can be used for costumes or scenery but let them decide if and how to use them. Encourage the children to learn and rehearse their parts. Allow the director to be in charge. Encourage the director to think about how the audience will see the play and to think about ways to improve the performance.

Can the child organize the elements of a play successfully?

FOLLOW-UP SUGGESTIONS:

- Let the children perform other plays on following days. Encourage them to perform for the parent group or for other classes.



LEADERSHIP TALENT ACTIVITY
I'm the Teacher!

MATERIALS:

- None

STEPS:	ASSESSMENT QUESTIONS:	
1. Ask, *What is a teacher?* Allow discussion. Then say, *A teacher is someone who shows or tells other people how to do something. Today you're going to have a chance to be the teacher. Think about something you could teach. Remember that when you teach someone, you want to be sure that you really know how to do what you are teaching.* Discuss with the children some simple skills which they might be able to teach, such as a somersault, a song, how to draw a picture, an exercise, make a paper hat, or play an instrument, etc. Give the children time to decide what they want to teach, then have each one demonstrate the skill.	Can the child demonstrate a skill before the group?	SELF-CONFIDENCE
2. Discuss with the children how to encourage interest in learning their activity by introducing it in a positive way and pointing out the benefits of learning it. Then give each child the opportunity to convince the other children that they would really enjoy learning the skill.	Can the child convince the others to try a new activity?	ORGANIZING
3. Explain to the children the importance of thinking through their presentations and planning ahead. Give the children a few minutes to plan their own presentations, offering help where needed. Then ask for a volunteer to be the first "teacher". Encourage the children to carefully explain their directions. Give each child a turn at instructing the others.	Can the child teach a skill in a clearly organized manner?	PERSUADING
4. After everyone has had a chance to be the teacher, discuss the presentations. Who was an especially good teacher? Why? Did the teacher give clear directions? Was the teacher well organized? How could the presentation be improved next time?	Do the child's comments show consideration of others' attempts at teaching?	SENSITIVITY

LEADERSHIP TALENT ACTIVITY
Shipwreck In Space

MATERIALS:

- None

	STEPS:	ASSESSMENT QUESTIONS:
1.	Tell the children the following story: *Once upon a time a group of people were traveling in outer space. Suddenly they heard a terrible noise and the ship shuddered. They knew they would have to land somewhere, but where? Suddenly they saw a planet in the distance. Everyone cheered. The ship just managed to land on the planet before it stopped running entirely.* *The people were so glad to be safe that for awhile they just sat in the ship looking outside. Then someone said, 'We must find help. We need to go explore.'* Pause in telling the story and ask the children to discuss the space travelers' situation. Ask, *Should they leave the spaceship or stay with it? What do you think? Let me know your opinion. What would you do?* Encourage discussion by asking questions such as, *Do you think that Mary's idea would work?*	Can the child state an opinion in such a way as to convince others?
2.	Continue the story. *Finally the space travelers decided that they would leave the spaceship. Now the problem was that they didn't know anything about this planet and what they might need to take with them.* Pause again in telling the story and encourage the children to talk about what they might need on a strange planet. Ask, *What if there isn't any air or water? What should they do about food? How might they get from place to place?*	Can the child contribute to organizing a plan?
3.	Continue the story. *Just then, as they were talking, one of the children on the ship began to cry and scream. He was afraid he would never get home again.*	Does the child show understanding of another person's fears?

Ask the children to discuss how they think the little boy felt. Encourage them to think of ways to make the little boy feel better.

4. Continue the story. *After getting everyone calmed down, a small group of the travelers decided they would go out immediately. They began gathering equipment together. Just then they looked outside and saw a huge monster!*

   Have the children think about how this story might end. Ask, *What do you think happened next? Do you think the space travelers ever got home?* Encourage each child to tell his or her own version of how the story ends.

Can the child make up a conclusion to the story and tell it to the group?

LEADERSHIP TALENT ACTIVITY
Is It Bad To Get Mad?

MATERIALS:

- Two puppets (preferably a boy and a girl).

STEPS:

1. Have the children seated in a circle with you. Start telling this story.

   Once upon a time there were two children named Jack and Susan who were brother and sister. Hold up the boy puppet for Jack and the girl puppet for Susan. *Jack and Susan had lots of fun playing together most of the time, but sometimes this would happen.* Act out the following scene with the puppets.

   Jack: *'That's my toy!'*
   Susan: *'But I want to play with it, I had it first!*
   Jack: *'You dummy! Give me my toy!'*
   Susan: *'No! Quit grabbing--Now! Look! You broke it!'*

   Have the children discuss the situation. *What else could Jack have done? Was Susan right in what she did?*

   Continue with another example of Jack and Susan's behavior. Explain that Jack has just built a high tower with blocks.

   Jack: *'Be careful, Susan--Don't hit my-- Oh no, you knocked it down! Well, I'm going to knock you down. Take that!*
   Susan: *'Ouch--Take that!'*

   Have the children discuss this situation also. *What would be a better way for Jack and Susan to play together? Does hitting someone help a situation?*

2. Ask a child to role play with you one of the above situations while you use one puppet and the child uses the other, reenact one of the scenes.

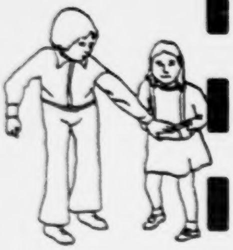
   Then give each child an opportunity to use a puppet to role play one of the situations.

ASSESSMENT QUESTIONS:

Does the child's response indicate a concern for others?

Is the child able to role play and improvise dialogue in front of the group?

3. Encourage the children to think of different situations which could happen--maybe a problem which could develop at school. Give them time to think, then ask for suggestions. Discuss how people should act when these things happen. Tell them that they are going to get an opportunity to act out a situation; but to remember that when people work on something together, they have to make decisions as to which problem they want to act out, who is going to play each part, etc. Say, *You are going to act out your play two times. First show us the wrong way to handle a problem then the second time, show us how one should handle the problem!* Divide the children into pairs and then give them time to work, offering help as needed.	Can the child work with another child, persuading the child to accept his/her decisions?	PERSUADING
4. Have the children present their plays using the puppets.	Is the child able to organize and present a simple puppet play?	ORGANIZING



LEADERSHIP TALENT ACTIVITY
In This Ring ...

MATERIALS:

- Chalkboard and chalk.
- Signs for children to wear picturing: ringmaster, clowns, acrobat, tightrope walker, juggler (provided at the end of this activity).

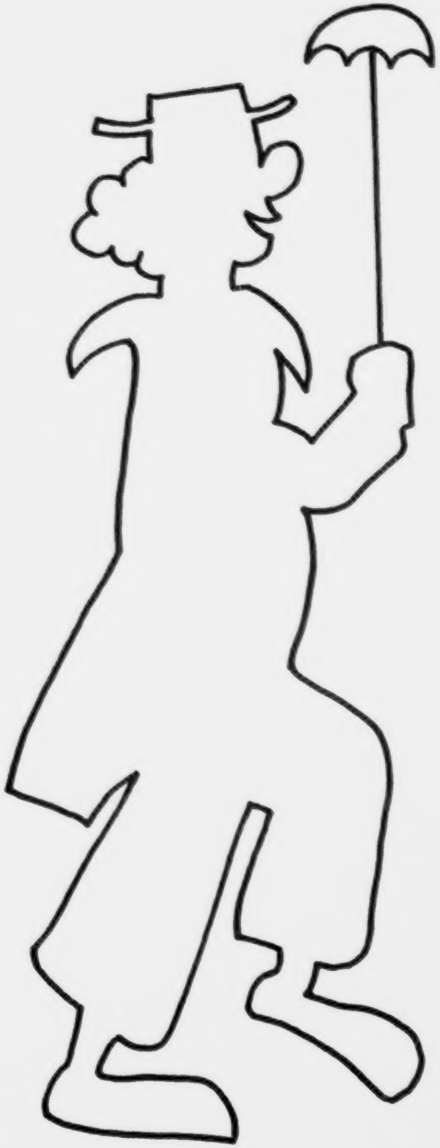
	STEPS:	ASSESSMENT QUESTIONS:
1.	Say, *I was watching you play the other day and I saw that you can do some very interesting things. I suddenly thought, "We should have a circus!" What do we see at the circus? What kinds of performers are at the circus?* Pause for discussion. Then ask each child to think about what performers should be included in this circus. Encourage more discussion by asking questions such as, *Do you agree that ______ would be a good addition to our circus?*	Is the child able to persuade other children to accept his or her ideas?
2.	Now say, *One person we need is a ringmaster. The ringmaster introduces all the acts usually in an elaborate way. He or she says such things as, "In the center ring you see the Wonderful, the Marvelous, the Dazzling Spagaletti Family performing their Stupendous Stunts!" Who wants to pretend to be the ringmaster, and show us how to announce an act?* Encourage the children, one at a time, to stand before the group and audition for the part of ringmaster. Help only as needed. Attach the Ringmaster sign to the person chosen.	Is the child able to announce an act?
3.	*We have a ringmaster. Now let's decide who our other performers will be.* Write the name of each performer on the chalkboard and ask the children to decide who would be the best person for that part based on their auditions. Encourage anyone who want to audition. After the try-outs for each performer, attach the appropriate sign to the chosen child.	Is the child kind in comments about other peoples' abilities?

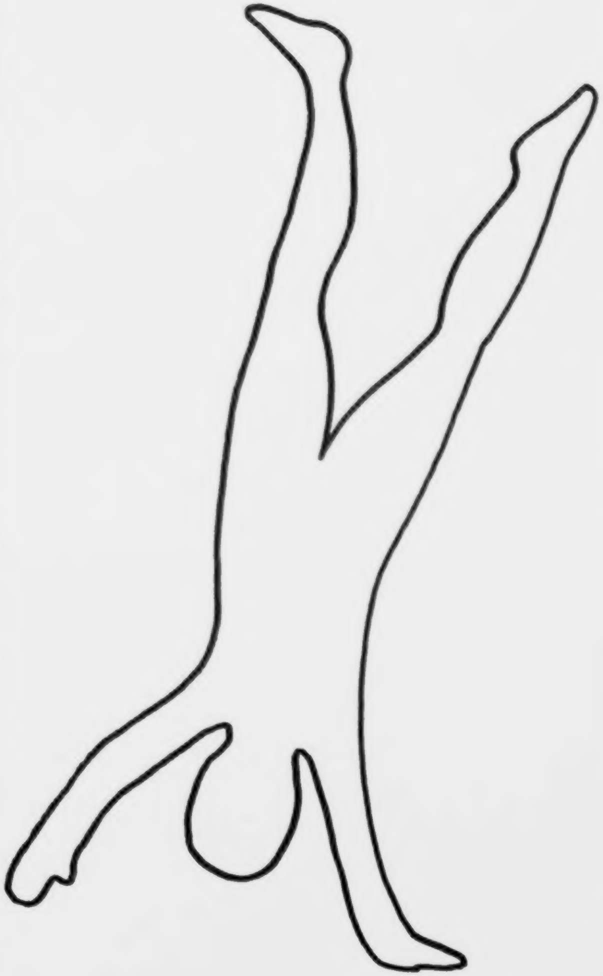
4. Say, *The order of the acts is very important in show business. When a show is planned, the planner tries to have something exciting at the beginning to attract peoples' attention. The planner tries to include an act at the end which makes people happy that they came.*

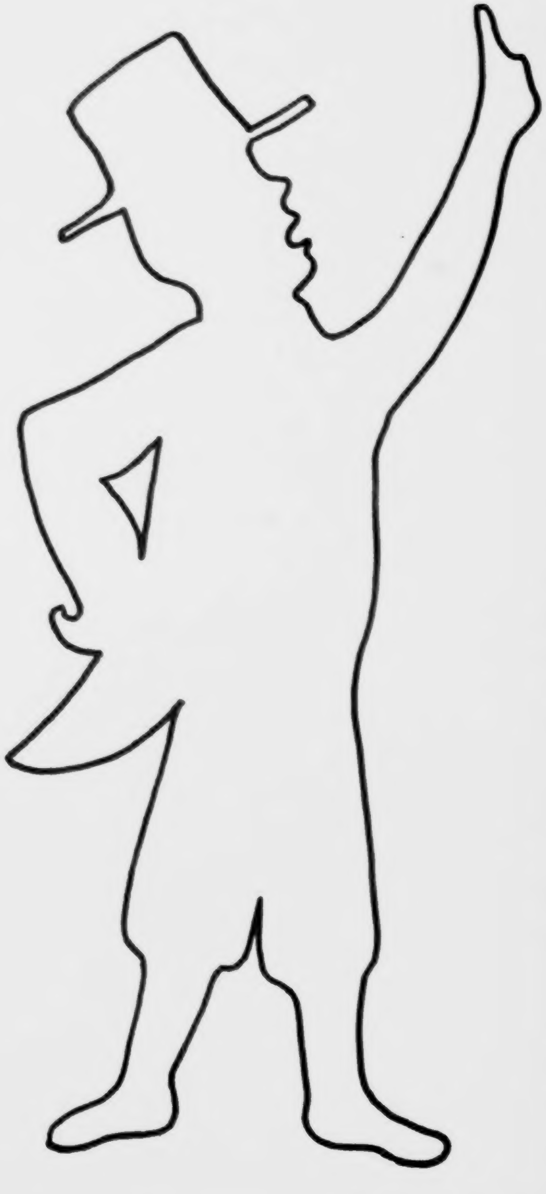
   Let's decide how to organize our circus acts. I'll write your ideas on the chalkboard. Encourage the children to decide on the number of acts and on the order of their appearance.

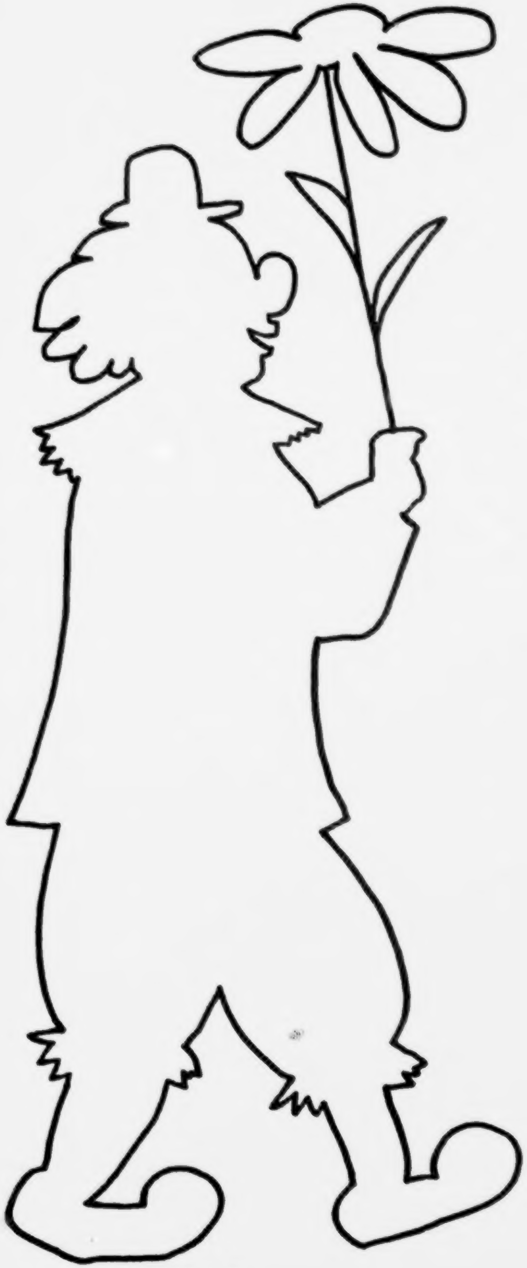
   Once all the planning is complete, be sure to let the children put on the circus!

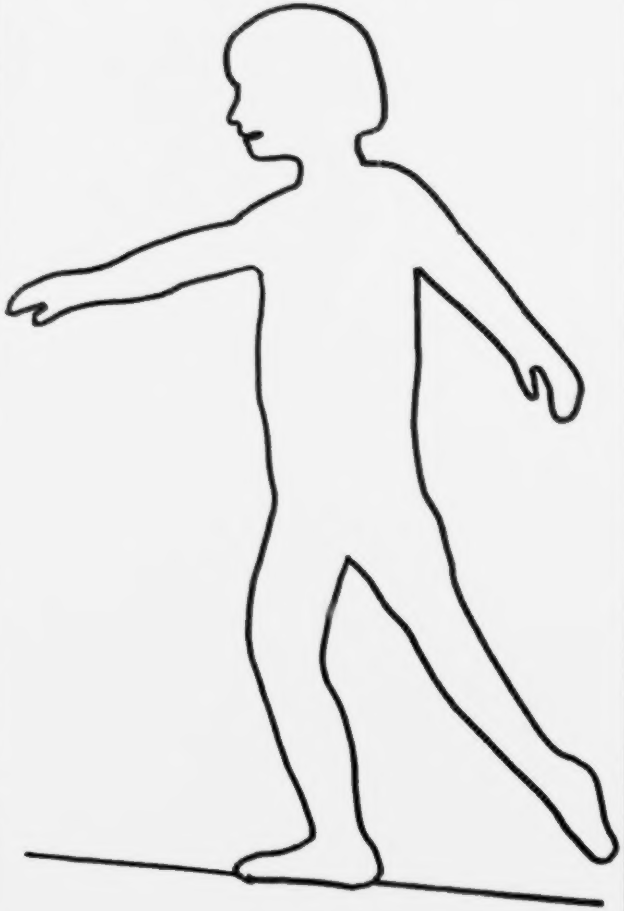
Can the child make suggestions to organize the program?

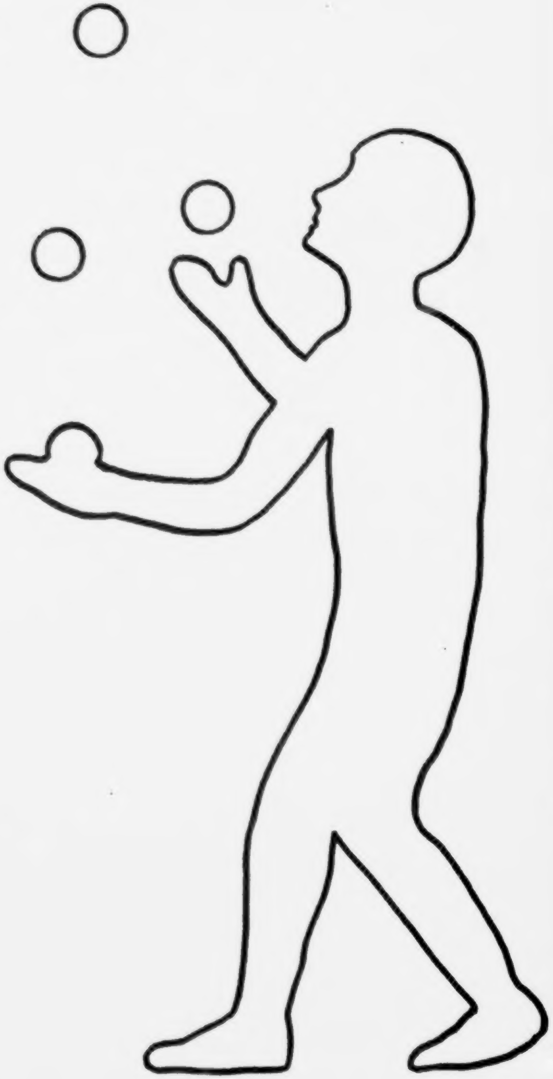












LEADERSHIP TALENT ACTIVITY
Party Time

MATERIALS:

- A variety of art materials for making decorations, such as scissors, tape, markers, construction paper, and/or crepe paper.
- Chalkboard and chalk.

STEPS:	ASSESSMENT QUESTIONS:	
1. Say, *I think it would be fun to have a party, but you have to help plan it. What kinds of parties can you think of?* (If necessary give suggestions: Birthday Parties, Unbirthday Parties, Famous Person Parties, Special Day Parties, Happy Day Parties, etc.) *Think about what kind of party you would like to have.* Give the children a few minutes to think. *Now I want each of you to tell what kind of party you want. Tell why you prefer that kind of party and why you think we should have that kind of party.* After each child has had a chance to present their viewpoint, vote for what kind of party to have.	Is the child able to persuade the others that his or her idea is the best?	PERSUADING
2. Say, *Now that we have decided what kind of party we are going to have, we must think about what we need for this party. I'll write your ideas on the chalkboard.* Give help only as needed, but encourage them to think about decorations, games, and food.	Can the child present and defend party ideas?	SELF-CONFIDENCE
3. Say, *we know what kind of party we're going to have, and we know that we're going to have food, decorations and games. Now we need to decide who is going to be responsible for these things. Who will make the decorations? Who will plan the games?* Again, write down on the chalkboard who will be responsible for what.	Can the child make suggestions for organizing the party?	ORGANIZING
4. Explain that it's now time to have a work session. Have the children divide into groups depending on their responsibilities. Provide materials for making decorations and offer to write down the groups' ideas for food and games. Encourage the children to listen to each other's ideas and to plan things that fit with the party's theme.	Is the child receptive to the other childrens' ideas?	SENSITIVITY

LEADERSHIP TALENT ACTIVITY--Party Time

FOLLOW-UP SUGGESTIONS:

- Be sure to have the party!

- Let the children plan all the special event parties for the year.

BOHST

ART TALENT

ART TALENT ACTIVITIES

Page
INTRODUCTION 81

INITIAL ACTIVITIES

That's Art? 83

Textured Paintings 85

Picture Framer 87

CONTINUING ACTIVITIES

Police Artists 89

Hide-and-Seek Artists 91

Contour Drawing 93

Land of Sweets and Treats 95

Picture Starters 97

Faces, Faces, Faces 99

Mystery Bowl 101

Introduction

ART TALENT

The activities in this section are designed for the children you have identified as having art talent. These children have particular characteristics that will make the lessons challenging and fun for them; namely, an ability to produce works of art, along with a sensitivity and appreciaton for art.

The activities are broken into four skill areas that are essential to the development of art talent, allowing you to examine the child's performance while you are teaching each activity. Naturally, a talented child is going to earn glowing marks in some of these skill areas, probably the ones that caused you to pick him or her from all the rest as having talent in art. On the other hand, even a talented child will struggle or be less interested in other skill areas, perhaps needing some extra help or encouragement in these areas.

By using the first three lessons as your initial assessment, you can get a pretty good idea of which skill areas are strong and which areas are weak. You can then devise a plan (either at the TEP meeting or on your own) of ways to modify both the activities and your daily teaching to give the child the best dose of talent programming. The remaining seven lessons are also organized this way, so you can keep an eye on how the child is doing in these four areas as you teach the activities.

The four skill areas for art talent should come as no surprise since they are closely related to the characteristics you used to identify the children. Each of these areas is described in brief below.

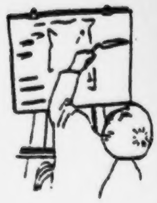
Visual awareness - noticing, remembering and discriminating between details, colors, textures, designs, and sizes.

Appreciating art - enjoying and evaluating art works; being familiar with different kinds of artists, art works, and styles.

Technique - using art tools and materials skillfully and in visually attractive ways.

Originality - producing art work which is unique, unusual, different or distinctive.

Developing these four skill areas make the children's art talent grow. This special talent will enrich the children's lives by giving them a unique way to express themselves. Exploring artistic talent can enable children to become aware of how beautiful and interesting the world and its creations are.



ART TALENT ACTIVITY
That's Art?

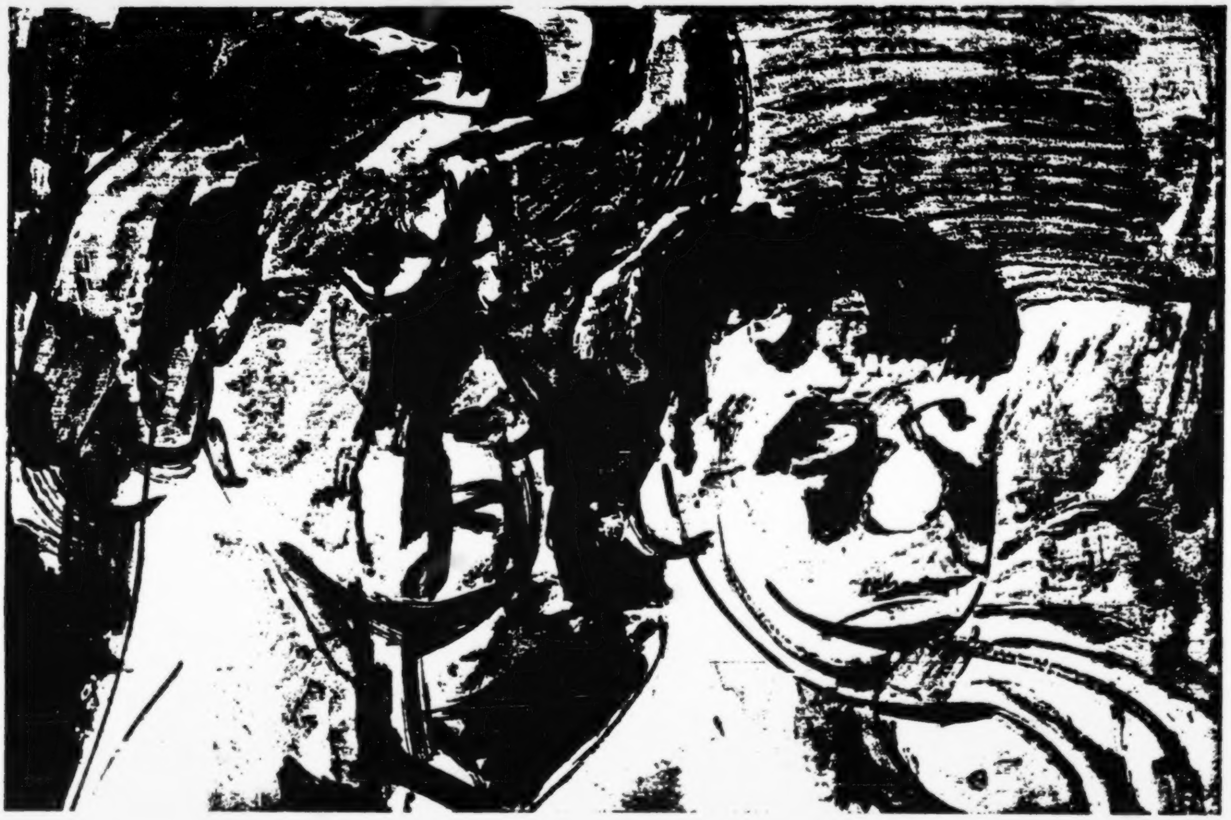
MATERIALS:

- Paper (one sheet for each child).
- Paint (several choices of colors).
- Brushes (one for each child).
- Artist pictures (included with this activity).

	STEPS:	**ASSESSMENT QUESTIONS:**
1.	Say, *Today we are going to look at some works of art that are different from many we've seen before. You will see that works of art don't have to look just like an object. Sometimes artists try to make the people who look at their work feel a certain way. They can do this in several ways. One way is by using lines.* *Let's look at how the artists drew the lines in this picture.* Show the Rouault picture of two people. Say, *Do you think the artist is trying to make you feel happy, sad, or mad? How does he make you feel that way?* Encourage the children to discuss the feeling of the picture and the flow of the lines. Point out the short, stabbing lines in the painting. *This is one way an artist can show anger.* Now show the Marin. Again encourage the children to discuss the feeling of the picture and the flow of the lines. Help the children see that the artist is showing the confusion of the city by the way his lines are colliding. Explain, *Again, the artist uses short lines and long, straight lines, but in this picture they are running into one another!*	Can the child discuss the lines drawn in various pictures?

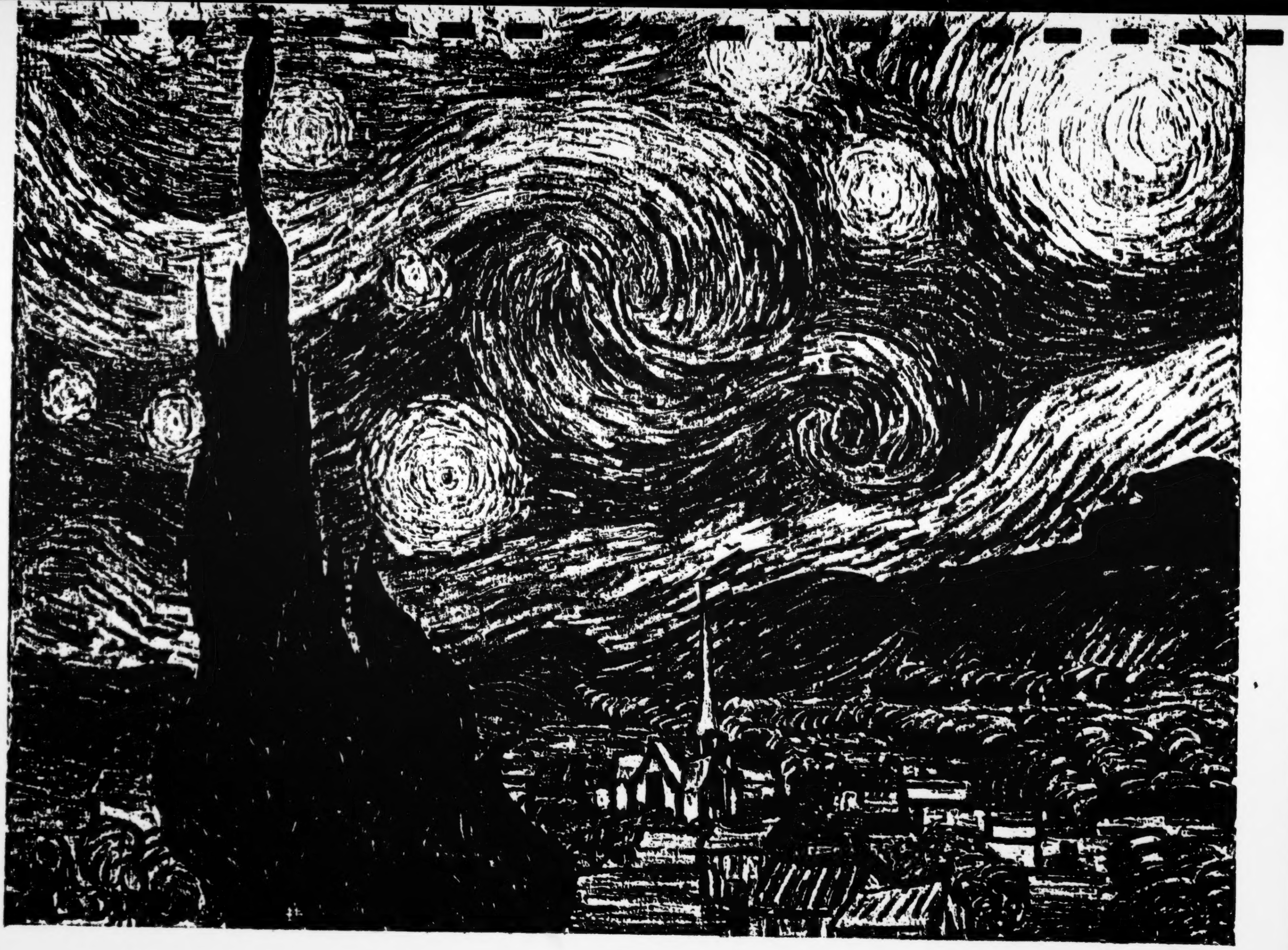
ART TALENT ACTIVITY--That's Art?

Show the Van Gogh. Ask the children to describe the lines used in this work. Ask, *Why do you think the artist used that kind of line? How does this picture make you feel?* If necessary, give clues such as *sleepy?...sad?...or dizzy?*		
2. *Can you make people feel a certain way by the lines you draw? Let's try! Plan your work in your mind first. Think about how you want it to look. Also think about a color you might use. Do you think color will make a difference in how people feel about your drawing? Take this paper, choose a color, and be an artist!*	Can the child express a feeling through his or her picture?	ORIGINALITY
3. Walk around and encourage the children as they work. Observe whether or not each child is able to transfer his or her idea to the paper.	Can the child use the paint and brush to show the intended feeling?	TECHNIQUE
4. When everyone has finished, display the works one at a time. Ask the children to discuss the lines they see in each drawing. Ask *How does the artist make you feel? What else could be done to the artist's work to change it---to make it happier---sadder---angrier?* Ask the artist to talk about the feelings shown in his or her drawing. Continue until each picture has been studied and discussed.	Can the child critique a work and think of ways it could be changed?	ART APPRECIATION



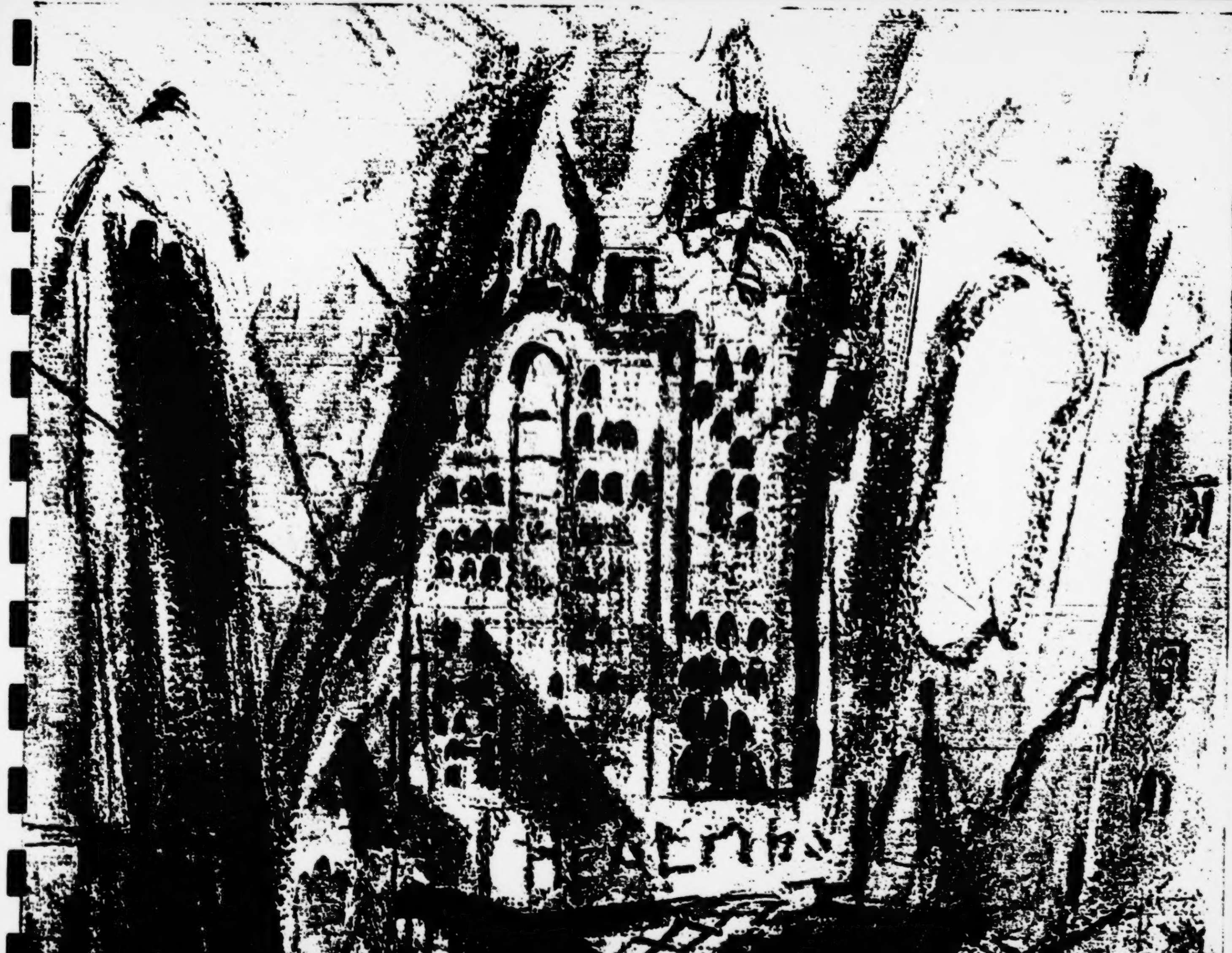
TWO NUDES

Roualt



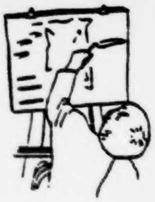
THE STARRY NIGHT

Van Gogh



THE SINGER BUILDING

Marin



ART TALENT ACTIVITY
Textured Paintings

MATERIALS:

- Powdered tempera mixed with liquid starch and white glue.
- Paper for painting (one sheet for each child).
- Large paint brushes.
- Newspaper (to spread around before the activity begins) and clean-up materials.
- Small amounts of "texture" materials such as sand, salt, sugar, rice, seeds, coffee grounds, sawdust, outmeal, etc.
- Paint containers or paper cups.

HINT: The amount of "Texture" material that you will be adding to the tempera mixture will vary. Begin with a small amount and experiment until you have a paint of workable consistency.

STEPS:	ASSESSMENT QUESTIONS:	
1. The first part of the activity introduces the children to the idea of "texture". Decide whether you will do this outside or in the classroom. Then sit down in that area with the children around you. Tell the group, *Today we're going to talk about texture. Look closely at this carpet (or grass). Run your hand over it. The carpet (grass) looks different and feels different than a sheet of paper. That is because it has a different texture.* Encourage the children to discuss how the carpet (grass) looks and feels. Ask leading questions such as, *Does the carpet (grass) feel rough or smooth? Does it look bumpy or silky? Does it feel hairy or gritty?* Then ask each child to look around the immediate area, choose one thing, and describe its texture to the group. Encourage the others to also look at that object and comment on its texture. Then give the children an opportunity to walk around and feel the objects.	Can the child look at an object and describe its texture?	VISUAL AWARENESS
2. Now call the children over to the painting area. Tell the children, *We are going to do some painting. But in order to make it more interesting, we are going to give the paint more texture. One way we can do that is by mixing sand with it.* Let each child feel the sand. Encourage the children to discuss how it feels. Ask, *Is it gritty? Does it feel rough? How does it feel*	Does the child name a substance which will give the paint a different texture?	ORIGINALITY

	sifting through your hand? Then put some sand into a paper cup and add the paint mixture to it. Ask the children, *What is something different that we add to paint to give it more texture?* Encourage the children to think of unusual materials. If the children need assistance, ask them, *What kind of things would we find in the kitchen?* etc. Ask the children to help you gather the texture materials that are available. Put a small amount of each textured substance in a paper cup. Add the paint to each cup and mix.	
3.	Let the children begin painting. Encourage them to experiment with the different textured paints. Suggest that the children compare textures and create a design which "shows off" the textures they use. Encourage the children to use different textures in different parts of their picture.	Does the child experiment with textures?
4.	After the pictures have dried, set them up for the children to see. Encourage the children to look at and discuss the pictures. Ask them, - *How are these pictures different from others we've done?* - *How do they look different?* - *How do they feel different?* Reinforce the word "texture" at this time.	Can the child comment on the textured effects in the pictures?

TECHNIQUE

ART APPRECIATION

ART TALENT ACTIVITY
Picture Framer

MATERIALS:

- Brown or black sheets of construction paper (one for each child). Prior to the lesson, with white chalk outline a large shape about two inches from the papers' edge.
- Scissors (one pair for each child).
- A camera (without film).

STEPS:	ASSESSMENT QUESTIONS:
1. Gather the children together, showing them the camera. Encourage discussion of cameras and photographs. Ask the children if they have ever taken pictures with a camera. Help the children understand that a picture taken with a camera will include only what is seen through the camera lens. Let each child have the chance to look through the camera lens. Tell each one to focus on a single object in the room such as a book, a chair, or a cup. Then ask the following questions: - *What does your picture look like? What things do you see in it?* - *How does your picture look when you stand very close to the object?* - *How does the picture change when you step back several feet?*	Can the child describe what is seen through the camera lens?
2. Pass out a pair of scissors and a sheet of the chalk-outlined construction paper to each child. Instruct the children to cut on the chalk lines, helping them get started, if necessary. Then ask the children to "take a picture" by finding something in the room to place inside the frame. Encourage a variety of subjects such as a doll's face, a plant, or a block structure. Ask each child to frame at least one picture consisting of several objects. Emphasize the importance of a pleasing arrangement of these objects accorcding to color, balance, and proportion.	Can the child find a set of objects to compose a "framed picture"?

VISUAL AWARENESS

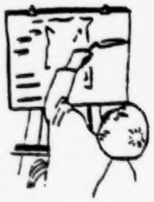
TECHNIQUE

ART TALENT ACTIVITY--Picture Framer

3.	After a child composes a "picture," say, *If you were a professional photographer, you would give your picture a name. What name would you call your picture? It can be anything you like.* Praise imaginative, and even silly, titles. Ask the children to share their "picture" and the name of their picture with the others in the group.	Does the child think of a unique title for the picture?	ORIGINALITY
4.	Ask the children to think about all the pictures they've seen today and then to choose a favorite. Ask why that picture is pleasing to them. Accept all reasons that the children give for their choices.	Can the child choose a favorite picture and give reasons why it is pleasing?	APPRECIATING ART

FOLLOW-UP SUGGESTIONS:

- If your classroom budget allows the purchase and development of a roll of film, let this same group of children repeat the activity using a loaded camera. Steps 3 and 4 could be done after the photographs are developed. (An "instant developing" camera would be ideal. The entire activity could then be completed in one day).
- Paste a sheet of white paper to the back of each child's frame. Ask the children to draw inside of the frame. Bring the children's attention to color, balance, and proportion.



ART TALENT ACTIVITY
Police Artists

MATERIALS:

- Paper (2 pieces for each child).

- Colored felt-tip pens (Crayons may be substituted).

STEPS:

1. Tell the children, *Yesterday, when I was shopping, something awful happened. Outside the toy store, there was a big bunch of balloons. Suddenly, a monster sneaked close to the balloons and started popping the red ones! By the time the store owner came out, all of the red balloons had been popped and the monster had run off!*

   The store owner was very angry! She stamped her feet and pounded her fists. Then she put up a sign that read 'Reward for information on the Balloon Buster. Contact the police.'

   I went to the police and told them that I had seen the Balloon Buster monster. They said that they needed a drawing of the monster in order to see what he looked like and be able to identify him later. because their police artist who usually draws the pictures was out-of-town, I thought that you children could draw the picture. I will tell you what the monster looked like and you can draw exactly what I describe.

   Hand out paper and markers to the children. Give them the following descriptions, allowing time for them to draw after each one:

   - *He had a big head with frizzy green hair.*

   - *His nose looked like a potato.*

   - *His body was big and round.*

   - *He had long purple feet but no legs.*

   - *He also had long, wavy arms.*

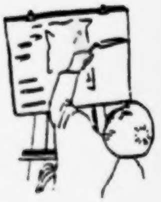
ASSESSMENT QUESTIONS:

Can the child draw a picture of a monster?

TECHNIQUE

ART TALENT ACTIVITY--Police Artists

2.	Tell the children, *Now let me review or tell you again what the Balloon Buster monster looked like so that you can make sure your picture looks just like him. Look carefully at your sketches to see if it matches my description.* Repeat the description of the monster. The children may want to add or change details of their drawings.	Does the child's sketch correspond to your description?
3.	Hand out another sheet of paper to each child. Tell the group, *Now I want you to think about how the monster probably looked as he was running away. I want you to draw a picture of the back of the monster.* Praise the children for any unusual features that they add to the back of the monster.	Can the child draw the back view of the monster?
4.	Finally, ask the children to walk around and look at all the monster pictures. Ask, - *Which picture is the scariest?* - *Which monster looks the meanest? . . . the most cuddly?* Encourage each child to comment on the pictures. Conclude the activity by thanking the children for helping the police. By filling in for the police artist they have helped the police in identifying the Balloon Buster monster.	Can the child judge which pictures fit specific categories?

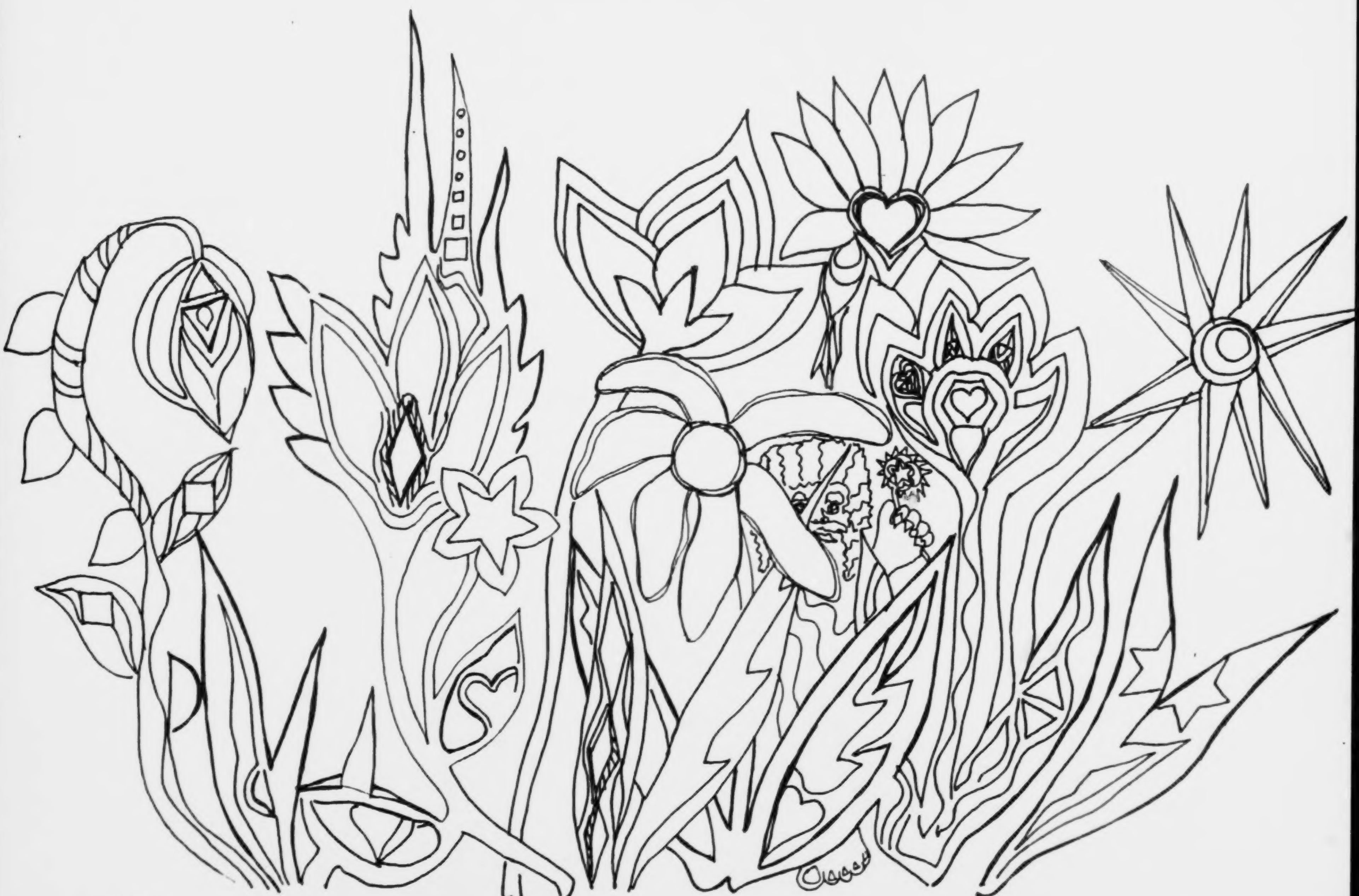


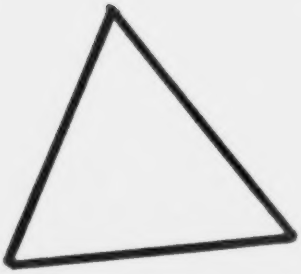
ART TALENT ACTIVITY
Hide-and-Seek Artists

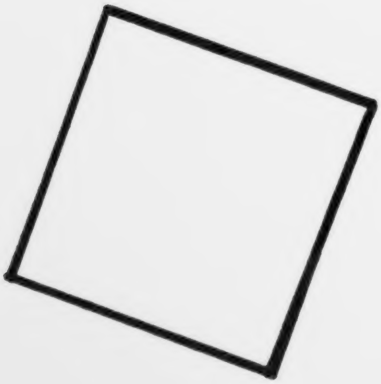
MATERIALS:

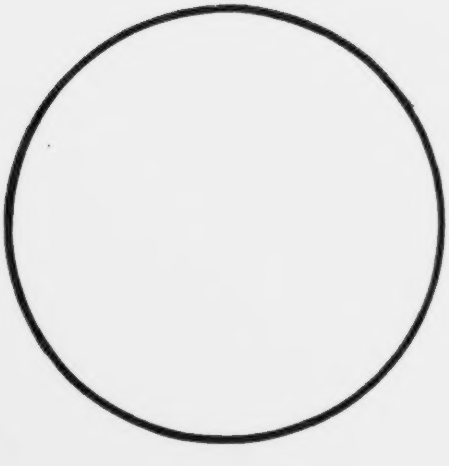
- Hidden shapes picture (provided at the end of the activity).
- Shape pages (samples provided at end of the lesson).
- Felt tip markers or crayons (enough for each child to have color choices).

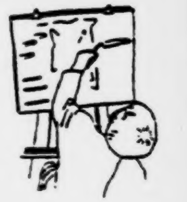
STEPS:	ASSESSMENT QUESTIONS:	
1. Gather the children together, telling them, *Last night the Hide-and-Seek Hooligan visited our classroom. He's always hiding things! I had some shapes drawn on a piece of paper, but the Hooligan played a trick on me! He hid every shape I had drawn! Let's see if you can still find the shapes!* Hold the "hidden shapes" picture up for the children to see. Call on individual children to find a specific shape.	Can the child find shapes in the picture?	VISUAL AWARENESS
2. *Now let's see if you can play the Hide-and-Seek Hooligan's game. See if you can hide a shape by drawing a picture around it.* Let each child choose a shape page and begin drawing. Encourage the children to draw an actual picture around the shape rather than simply scribbling over the shape to hide it.	Can the child draw a picture which effectively conceals the shapes?	TECHNIQUE
3. As the children work, encourage details in their pictures and extensions of their ideas. Praise them for being imaginative in creating their pictures. The children should have enough room so that they can work independently and develop their own ideas.	Does the child demonstrate originality in hiding the figure?	ORIGINALITY
4. When the pictures are completed, set them all out where the children can see them. Ask each child to select a favorite. Ask, *Why is that picture your favorite? What did you like about it most? What was done to hide the shape?* If there are pictures that were not chosen as favorites by the children, you should talk about each of them and why you liked them. Conclude the activity by telling the children that they could fool the Hide-and-Seek Hooligan at his own game!	Can the child select a favorite picture and talk about the choice?	APPRECIATING ART











ART TALENT ACTIVITY
Contour Drawing

MATERIALS:

- Black felt tip pens or crayons (one for each child).
- Paper (several sheets for each child).
- Simple objects to use as "subjects" for drawing such as a leaf, a flower, fruit, or a cup.
- A variety of art materials such as paints, crayons, chalk, and colored markers.

	STEPS:	**ASSESSMENT QUESTIONS:**	
1.	Ask the children to sit at a table. Hold up the object that you want them to look at. (The object will show up better if you place it in front of a plain white sheet of paper.) Say to the children, *Look carefully at this object. Now pretend you're an artist. Let's see how you would draw this using your finger as a pen. Make your drawing right in the air.* Remind the children to follow the lines of the object as they "draw". Praise them for working carefully.	Can the child "draw" the object in the air?	VISUAL AWARENESS
2.	Now pass out a sheet of paper and a black felt tip pen to each child. *I want you to do the same thing, but this time you'll be doing it on paper like a real artist. You will use a special method called contour drawing. The way you do this is to keep your eyes on the (leaf) the whole time you are drawing it. And, you are not allowed to look at your picture until it is all finished. Another rule is that you must keep your pen on the paper the entire time you are drawing. Remember, do not lift your pen off of the paper until you are finished!* Repeat this process with several objects, starting with a simple object such as an apple and going on to a more difficult subject, such as a rose or a bunch of grapes.	Does the child look at the object the entire time and draw without lifting the pen?	TECHNIQUE

3. After several objects have been drawn this way, ask the children to choose one of their pictures to make into a picture of something else. Give the children paints, colored markers, or other art materials that you have available. Encourage the children to incorporate their original picture into a new design different from anyone else's. Have them work independently with a variety of materials.	Does the child draw a picture that is different from all the others?	ORIGINALITY
4. Conclude this activity by setting out all the completed pictures in the same area. Ask the children to look at the pictures, comparing those that are of the same subject. Ask what is the same and what is different about those pictures. Also, ask each child to select a favorite picture and to give reasons for this choice.	Can the child compare the completed pictures and discuss a favorite one?	ART APPRECIATION

ART TALENT ACTIVITY
Land of Sweets and Treats

MATERIALS:

- Paper (one sheet per child).
- Crayons (enough for each child to have a set of colors).

STEPS:	ASSESSMENT QUESTIONS:	
1. *Today we're going to take a pretend magical trip to the Land of Sweets and Treats. Close your eyes while I say the magic words:* *Sweets, treats,* *Fly through the air.* *Sweets, treats,* *Help us come there!* *Keep your eyes closed and help us imagine the Land of Sweets and Treats. Draw a picture in your head.* *Now open your eyes. I saw a mountain--no!--it was a giant ice-cream cone turned upside down. The chocolate ice cream is on the ground and the pointed end of the cone is sticking up in the air! Can you see it? What did* *you* *see in this magic land?* Give each child an opporunity to contribute to the discussion. Encourage them to provide details. Other suggestions are streets made of gum, trees made of lollipops, gingerbread people, animal cookie pets, and candy bar boats.	Can the child visualize an object and describe it?	VISUAL AWARENESS
2. Pass out paper and crayons to each child. Be sure they sit far enough apart to not influence each other's work. Say, *I want you to draw a picture of the Land of Sweets and Treats.*	Can the child create a picture of an imaginary place?	ORIGINALITY
3. Discuss the children's pictures with them as they work. For example, talk about the shape of a candy cane or other object, ask how they can make their picture look more real or more like make-believe, talk about the effect of using different colors, point out the size relationship of objects (bigger things usually appear more dominant), discuss the different kinds of marks which we made with a crayon, etc.	Can the child use the crayons to depict an idea?	TECHNIQUE

4. When all the pictures are completed, have each child show the drawing to the group. Encourage friendly discussion. Lead the discussion asking questions e.g. *What is the overall effect or feeling of the picture? Did the artist use colors well? Do the parts of the picture go together?* Point to two of the drawings and ask, *In what ways are these drawings alike or different?*

Can the child answer questions about the pictures?

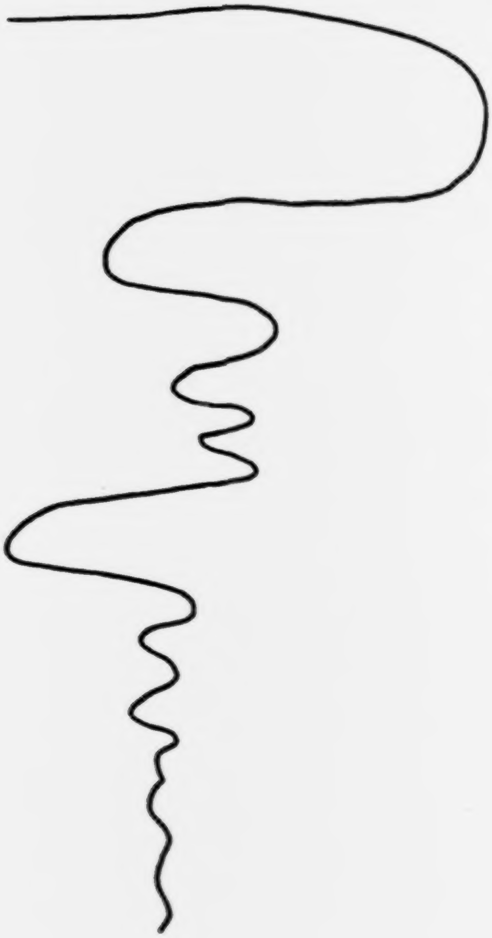
ART TALENT ACTIVITY
Picture Starters

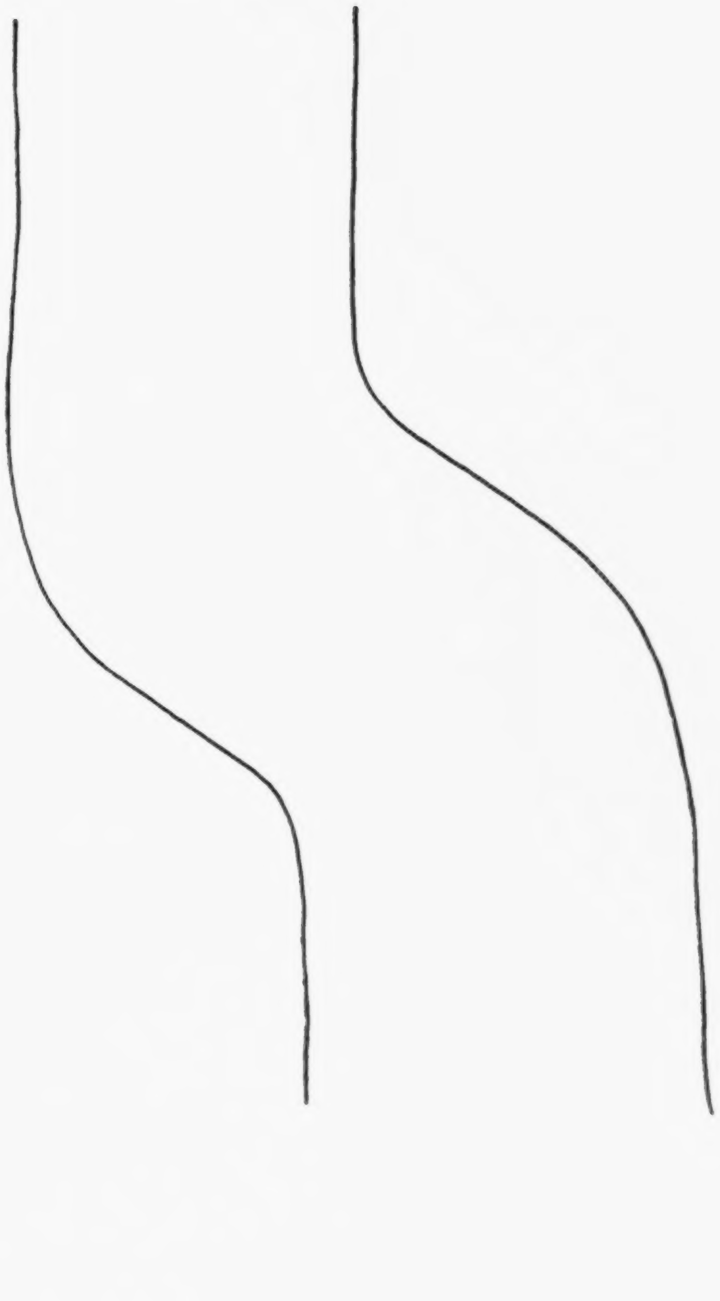
MATERIALS:

- Two design pages (provided at the end of the activity). Prior to the lesson, make a copy of each design for every child.

- Crayons or markers (enough for each child to have color choices).

STEPS:	ASSESSMENT QUESTIONS:	
1. Gather the children together at a table and tell them, *Last night I felt like drawing so I started a picture. I didn't know how to finish it and I thought you children would be able to help me.* Hand out the first design to each child. *Look carefully at the picture. What words can you use to describe how the lines look? Think about or visualize some ways you could finish this picture.* Discuss possible ideas with the children.	Can the child picture different ways to complete the design and describe them?	VISUAL AWARENESS
2. As the children work, go around and talk to them about their pictures. Encourage them to include details and to use colors and size appropriately.	Can the child complete the picture by trying to include realistic details?	TECHNIQUE
3. When the first design is completed, hand the child the second design. Say, *Look at this picture. Does it look different if you hold it sideways? What if you turn it upside down?* Encourage the children to turn the picture in a variety of ways and choose a position they find most interesting.	Can the child turn the design in various ways to consider more than one viewpoint?	ART APPRECIATION
4. Have each child complete the picture. As the children work on their pictures, encourage them to think of original ways to complete them. For example, say, *Someone else said they thought it could be a tree. Can you think of another thing it could be?* or *What an interesting idea! No one else thought of that!*	Does the child complete the picture in a different position or in an unusual way?	ORIGINALITY





ART TALENT ACTIVITY
Faces, Faces, Faces

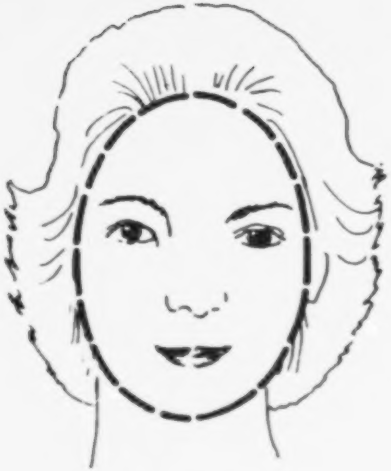
MATERIALS:

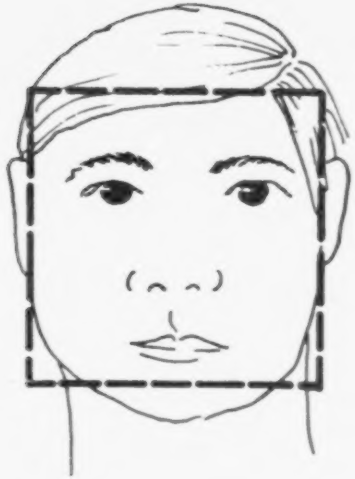
- Face shapes (models provided at the end of the activity-there should be several copies of each shape from which the children can choose.)
- Pencils, markers, colored chalk (if available), and crayons.
- Assortment of artists' drawings of faces (provided at the end of the activity).

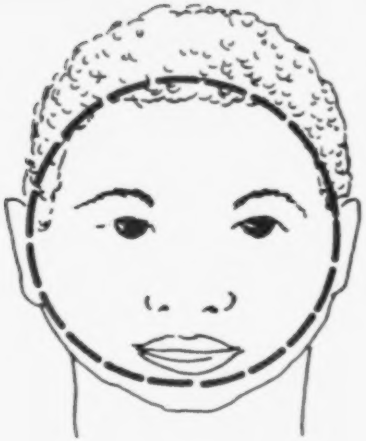
	STEPS:	ASSESSMENT QUESTIONS:	
1.	Say, *Have you ever noticed that faces are shaped differently? Look at each other's faces. Some people's faces are shaped more like this* (hold up the oval shape) *and other people's faces are more like this* (hold up the round shape) *or this* (hold up the square shape). *Today we are going to pretend that we are artists looking for a face to draw. We will have to look very carefully to match a face to one of these shapes.* Lay the shapes out so all the children can see them. *Look again at each other's faces, then choose a face to draw. Decide which shape you think most closely fits the face you chose.* In order to help the children visualize the face shape, you might suggest that they close their eyes and think about the shape of the face.	Can the child choose a shape that matches a face?	VISUAL AWARENESS
2.	Explain, *Now I want you to draw the face on the shape. Make it look as much like a real face as you can.* Show the children the drawing materials and tell them that they can use any of the materials they wish.	Can the child draw a face on the shape?	TECHNIQUE
3.	After the children have drawn their faces, ask them to do one thing to the face which will change how it looks. For example, they might add color, hair, or change the shape of the mouth, etc. If necessary, give clues such as, *What can you do to the hair...to the nose... to the mouth?*	Can the child change the appearance of the face drawing?	ORIGINALITY

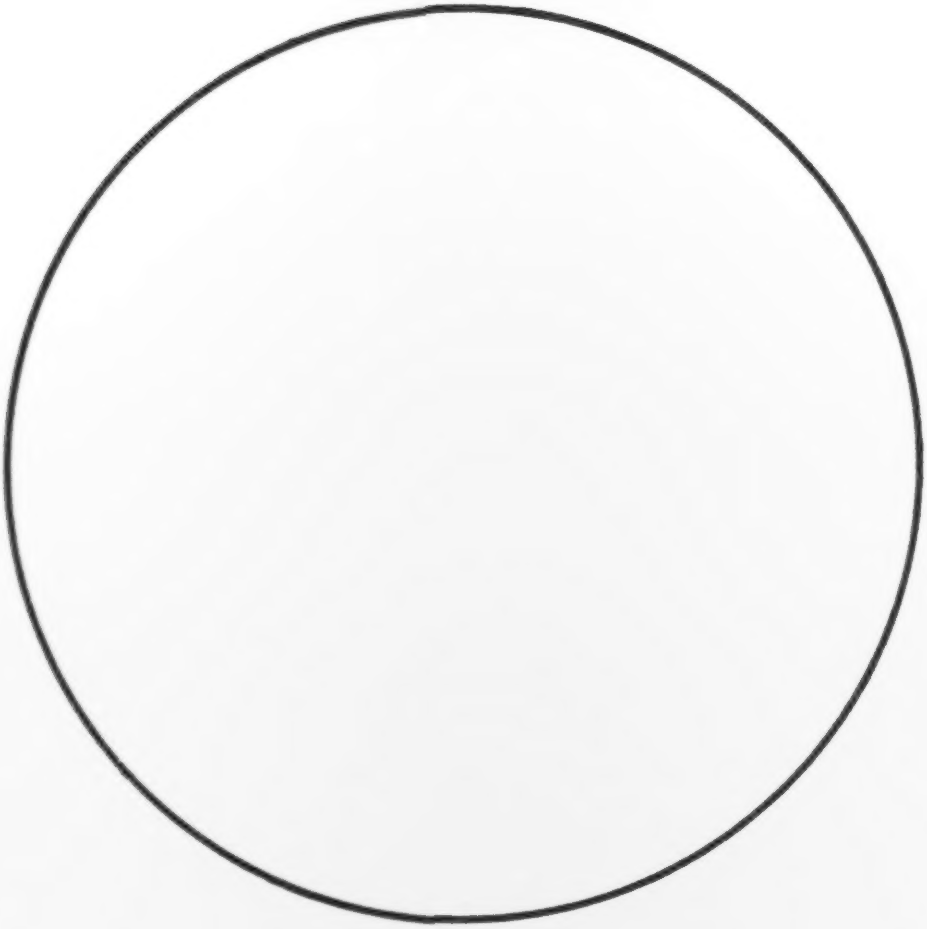
4. Place the face drawings where everyone can see them. Also display the artists' drawings (which are included with this lesson). Encourage the children to discuss all the face pictures. Ask questions such as, *Which one do you especially like? Can you see the shape of the face in the drawing? What can you tell about the person by looking at the artist's drawing? What did the artist do to make the person look special?*

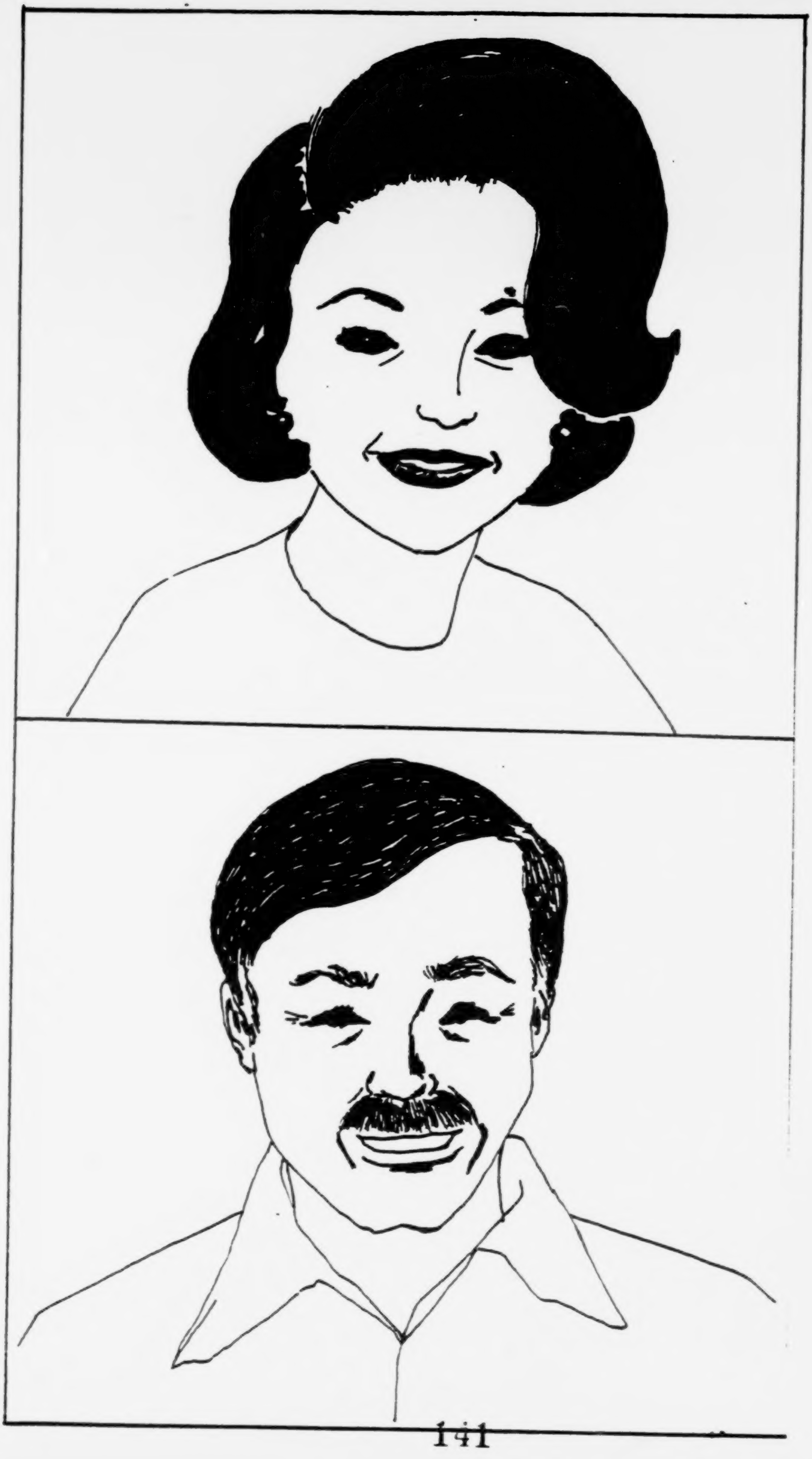
Can the child answer questions about the face pictures?

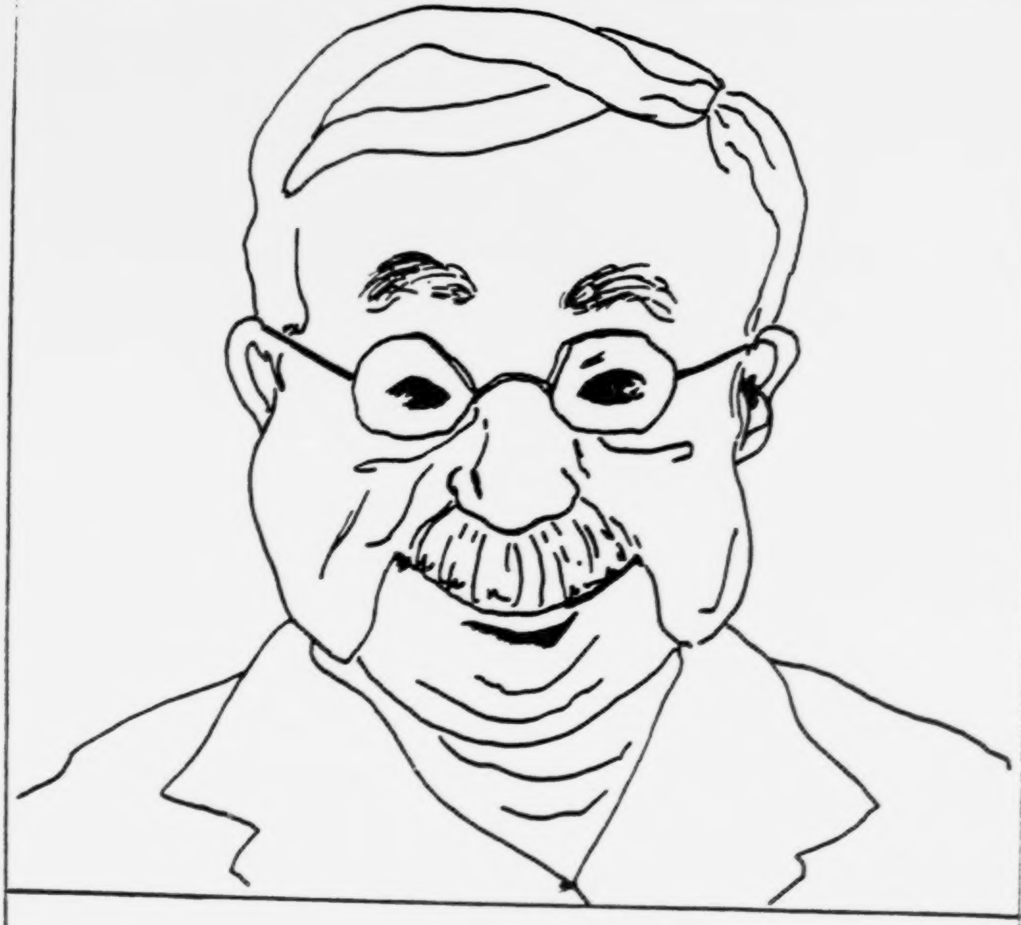


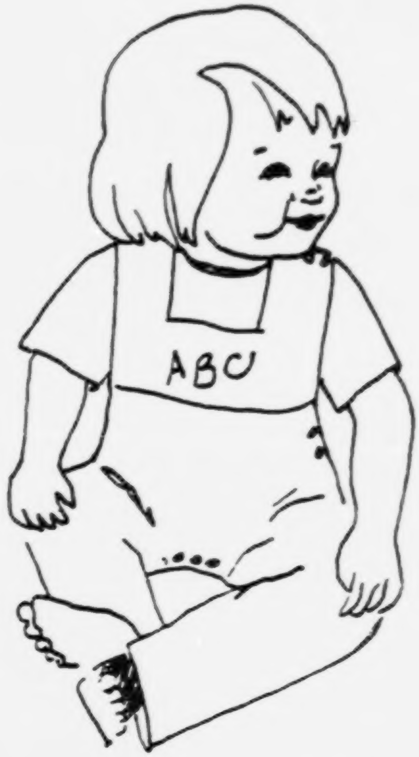











ABC

ART TALENT ACTIVITY
Mystery Bowl

MATERIALS:

- Crayons (enough for each child to have a color choice).

- Paper (one for each child).

- Large bowl.

- A small object, such as a doll, set in the bottom of the bowl.

HINT: Be sure the children do not see inside the bowl until step #3.

STEPS:	ASSESSMENT QUESTIONS:
1. Have the children sitting on the floor. Place the bowl on a table so that the children see only the outside of it. Say, *Tell me what you see here.* Encourage the children to use a variety of words to describe the bowl according to shape, size, materials it is made out of, etc.	Can the child describe the physical appearance of the mystery bowl?
2. Next tell the children, *This is a 'Mystery Bowl'. The mystery will be solved when you each draw a picture of the bowl.* Pass out crayons and paper. Then say, *I'm going to ask one child to draw the bowl from a different angle or a different place than the rest of you. This child cannot say how the bowl looks different. All of you will just draw a picture of the bowl as you see it.* Quietly choose a child to escort to the table and a chair. Make sure the child can see inside of the bowl. Let the child work at the table. If necessary, remind that child to include what can be seen on the inside of the bowl in his or her drawing.	Can the child draw a picture of the bowl?
3. Now let the children compare the completed pictures. Say, *All of you looked at the same bowl but one of these pictures is different from the rest. How is it different?* Pause for responses. *What can you tell me about the Mystery Bowl now?* Help the children see that one child saw the inside of the bowl and drew it from that angle. The rest of the group saw only the	Can the child discuss differences in the pictures?

outside of the bowl and drew what they saw. Introduce the word "perspective." Allow each child to look into the bowl, too. Discuss other examples of perspective such as looking at your friend as you face them and then looking at your friend when you are behind them.

4. Take the object out of the bowl and set the bowl on the floor so that each child can see into it. Say to the children, *Draw the bowl again. This time I want you to pretend that something different is inside of the bowl. Draw the imaginary thing that you see.* Praise the children for their original ideas.

Can the child draw the bowl again, this time including an imaginary object in it?

FOLLOW-UP SUGGESTIONS:

- Ask the children to draw an object from a distance. Then ask them to draw the same object again, only this time looking at it close-up. Discuss with them the differences between the two pictures. Compare the pictures in size, colors, details, etc.

BOHST

MUSIC TALENT

MUSIC TALENT ACTIVITIES

Page

INTRODUCTION 105

INITIAL ACTIVITIES

Mood Music 107

Up or Down? 109

I've Got Rhythm 111

CONTINUING ACTIVITIES

Music Hide-and-Seek 115

What Did You Sing 116

Notes, Notes, Notes 118

Let's Make Music 121

Drum Talk 123

Music, Wonderful Music 125

Sing a Story 127

Introduction

MUSIC TALENT

The activities in this section are designed for the children you have identified as having music talent. These children have particular characteristics that will make the lessons challenging and fun for them; namely, a sensitivity to and understanding of music, as well as an ability or potential to produce music in some way.

The activities are broken into four skill areas that are essential to the development of music talent, allowing you to examine the child's performance while you are teaching each activity. Naturally, a talented child is going to earn glowing marks in some of these skill areas, probably the ones that caused you to pick him or her from all the rest as musically talented. On the other hand, even a talented child will struggle or be less interested in other skill areas, perhaps needing some extra help or encouragement in these areas.

By using the first three lessons as your initial assessment, you can get a pretty good idea of which skill areas are strong and which areas are weak. You can then devise a plan (either at the TEP meeting or on your own) of ways to modify both the activities and your daily teaching to give the child the best dose of talent programming. The remaining seven lessons are also organized this way, so you can keep an eye on how the child is doing in these four areas as you teach the activities.

The four skill areas for music talent should come as no surprise since they are closely related to the characteristics you used to identify the children. Each of these areas is described in brief below.

Listening - being alert to sounds in music and the environment, and being able to identify characteristics of those sounds in some way.

Performing - inventing or repeating musical phrases by singing, clapping, humming and/or playing an instrument.

Appreciating music - recognizing, enjoying, and evaluating different types of music.

Originality - producing or appreciating music that sounds new, different, or unusual.

By focusing on these four skill areas, the following activities will help to enhance children's talent for music. This talent will open up avenues for creative expression and for enjoyment throughout children's lives, as well as allowing children to bring this same pleasure and enjoyment to others.

MUSIC TALENT ACTIVITY
Mood Music

MATERIALS:

- Records or tapes.

STEPS:

1. Say, *One of the wonderful things about music is that it can actually change the way people feel! Someday when you are feeling unhappy, try singing. You may not feel much like singing at first, but before long you will feel more and more like it. The more you sing, the happier you will be. Music can do that!*

   What kind of music would you sing if you were feeling happy? Allow time for discussion. Help the children discuss tempo (fast or slow) and dynamics (loud or soft). Possible descriptions for happy music are as follows:
   - quick
   - light
   - loud

   Suppose a mother wanted to sing her baby to sleep. Would she want to sing something loud and fast? Can you describe to me what kind of music she would sing? Allow time for discussion. Possible descriptions are as follows:
   - soft
   - slow
   - quiet
   - low

   Now what about people marching in a parade? Do they want soft, slow music? Let's describe marching music. What is it like? Allow time for discussion. Possible descriptions are as follows:
   - loud
   - rhythmic
   - steady

   The next time you watch T.V. or go to a movie, pay attention to the music. You may have never noticed it before. The music is usually written especially for the story and can help create the right mood or atmosphere for the story.

ASSESSMENT QUESTIONS:

Can the child describe how music sounds when it creates a mood?

MUSIC TALENT ACTIVITY--Mood Music

Suppose something scary is going to happen. The music will help make you scared! If something sad happens, the music changes. How do you think sad music sounds? Allow time for discussion. Possible descriptions are as follows:

- slow
- soft
- low

2. *I want everyone to think of a song to sing. Now think about the feelings you want people to get when they listen to it.*

   Give each child an opportunity to sing a song, having the rest of the children be the audience. After each child finishes, discuss what mood the song expressed.

   Can the child sing a song that expresses a desired mood?

3. Ask, *What kind of mood are you in today? Pretend that you are a composer. Make up a little "hum" or song phrase that will show us how you feel. Don't tell us anything--just let us listen to see if your music can tell us how you feel.*

   Can the child create a musical phrase which expresses mood?

4. Get out any record or tape you would like to play for the children. More than one would be great!

   Say, *Now we are going to listen to some music* (record or tape). *I'm just going to play a short section, then I want you to tell me what kind of music it is. Does it make you happy or sad? Does it make you feel like dancing or perhaps marching?*

   Can the child discuss a mood created by the music?

MUSIC TALENT ACTIVITY
Up or Down?

MATERIALS:

- Any instrument or object that will make a high sound and a low sound. For example a piano, xylophone, or improvised objects (try hitting different items with a spoon until you find something that makes a high sound and something that makes a low sound).

STEPS:	ASSESSMENT QUESTIONS:	
1. Tell the children that today you are all going to play a listening game. Say, *Everyone close your eyes. Listen carefully. What do you hear?* Have the children say what they hear, e.g. a fire engine, a car starting, a dog barking, someone coughing, etc. After several sounds have been mentioned, say, *Now open your eyes. Aren't there many sounds in the world? Some are loud, some soft, some high, and some low. Today we're going to talk about high and low sounds.* Play an example. *Think of each sound, about all the sounds we just heard when we were listening. Did anyone hear a low sound? What was it?* If no such sounds were heard have them listen again.	Can the child identify high and low sounds?	LISTENING
2. *Now listen while I play some high sounds.* Play several high notes on the piano or make sounds on your "high" instrument. *Now I will play some low sounds.* Repeat the above procedure, this time playing low notes on the piano or on your "low" instrument. Explain to the children, *Now, when I play high sounds stretch up as high as you can reach and when I play low sounds get down as low as possible. Are you ready? Here we go.* Alternate high and low sounds at random giving the children time to respond.	Can the child indicate high and low sounds through body movements?	PERFORMING
3. Say, *Look around the room with me. What do you think would make high sounds if you tapped it with a pencil? Would it sound different if you tapped it with the eraser end of the pencil instead of the lead end? I want you to try to find something which makes a high sound and also something which makes a low sound.*	Can the child discover a high sound and a low sound?	ORIGINALITY

Give each child a pencil as a striker then let them experiment with objects around the room.

4. Discuss with the children the sounds they just made. Ask, *Which sounds do you like best? Do you like high sounds or low sounds? In what ways do high sounds sound alike? How do low sounds sound alike?* After the children have talked about their preferences, explain that both kinds of sounds are important to making different kinds of music.

Can the child discuss his or her preferences in high and low sounds?

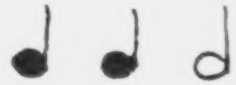
MUSIC TALENT ACTIVITY
I've Got Rhythm

MATERIALS:

- Drum (or inverted wastebasket)
- Rhythmic Notation Chart (provided at the end of this activity for the teacher's reference).
- Record or Tape

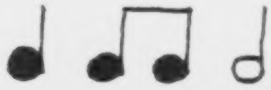
STEPS:	ASSESSMENT QUESTIONS:
1. Say, *We are going to have fun with rhythm today. Rhythm is the time part of music. It is what makes you want to clap your hands or stamp your feet. I'm going to clap a rhythm. I want you to clap the same ryhthm as soon as I finish.*	Can the child listen to a rhythm and reproduce it?

Clap:

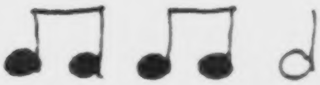


Say, *What good listeners you are! Now I'm going to clap some other rhythms. You be my echo--clap right after me.*

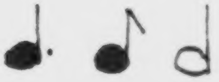
a.



b.

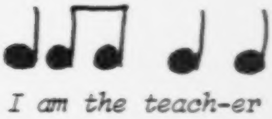


c.



(Make up your own rhythms if you feel comfortable doing so.)

2. Say, *Now let's make up our own rhythm. Think of something to say about yourself. You could say, "I am a girl," or "I like music," or whatever you want to say. As you say your sentence, clap the rhythm of the words. I'll show you how.* As you say, *"I am the teacher,"* clap the thythm.

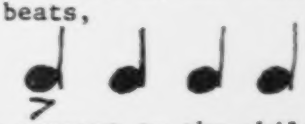


Explain to the children, *Your clapped rhythm should sound the same as what you say.* Give each child an opportunity to clap the rhythm of a spoken sentence.

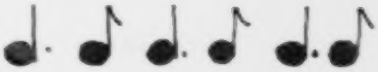
Can the child create a rhythm?

ORIGINALITY

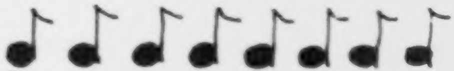
3. Get out the drum. Say, *Close your eyes and listen while I beat some rhythms.* First beat a slow steady rhythm accenting the first of every four beats,



Don't suggest to the children how to move to the rhythm, instead choose a child to demonstrate how to move. Continue to introduce other rhythms in the same way. Include an uneven rhythm, a long beat followed by a short one,



and a light fast rhythm accenting the first of every four beats,



Now say, *Everyone get up and get ready to move to the different rhythms! Move the way the drum tells you to move.* Encourage the children to move creatively but in time with the rhythm. Praise the children who move appropriately. Vary the rhythms that you play, using one consistently and then another.

Can the child move appropriately to a drum rhythm?

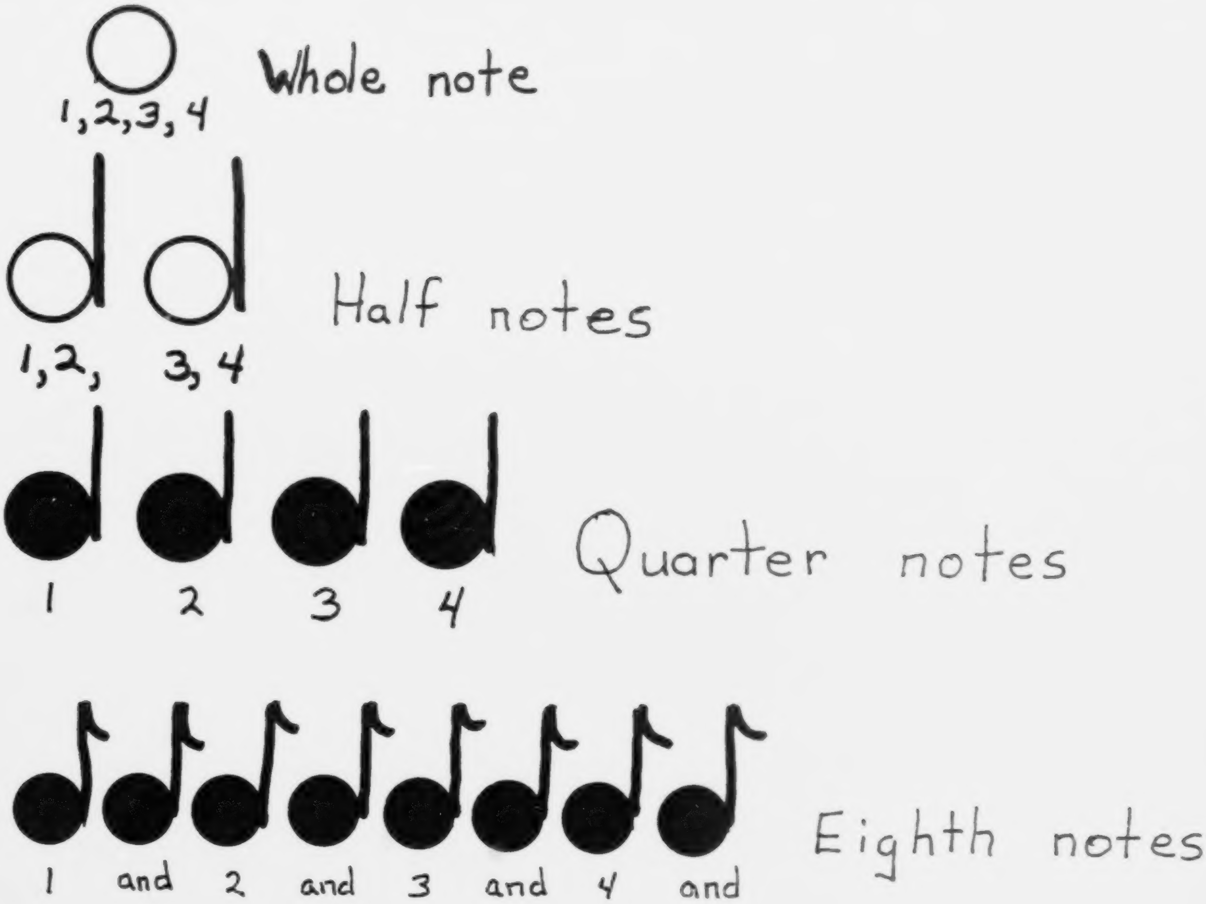
PERFORMING

4. Play a record or tape. Have the children remain seated as you play a short section. Encourage them to listen to the rhythms. Give them an opportunity to discuss the rhythms they have heard. Say, *What kind of rhythms did this music have? Did you hear an uneven rhythm? Can you clap it? Did the composer include more than one type rhythm? Were the rhythms fast or slow?*	Can the child discuss the rhythms heard in music?

MUSIC TALENT ACTIVITY--I've Got Rhythm

Rhythmic Notation

The following chart gives the names of the various notes and indicates the relative duration of each one. (A dot after a note increases its length).


Whole note
1,2,3,4
Half notes
1,2, 3,4
Quarter notes
1 2 3 4
Eighth notes
1 and 2 and 3 and 4 and

MUSIC TALENT ACTIVITY
Music Hide-and-Seek

MATERIALS:

- Three or four classroom or homemade instruments (e.g. triangle, bell, tambourine, 2 sticks, a can with beans, drum, etc).

STEPS:	ASSESSMENT QUESTIONS:	
1. Say, *You've played hide-and-seek before. Usually when you play you look for someone who's hiding. Today we're going to play hide-and-seek but we're going to listen for someone who's hiding.* Choose one child for the first turn. Have the other children close their eyes. Let the child who is "it" choose an instrument and then hide. Have the child who is hiding start playing his or her instrument. The other children can open their eyes.	Can the child play a musical instrument while hiding alone?	PERFORMING
2. As the hidden child continues to play, ask the other children if they can tell where the music is coming from.	Can the child identify where the music is coming from?	LISTENING
3. Discuss with the children what the music sounds like. *Is it loud, soft, unpleasant, pretty? Does it make you think of anything?* Have the first child come out and give another child a turn to choose an instrument and hide.	Can the child describe the sounds?	APPRECIATING MUSIC
4. After all the children have had turns, have them discuss ways they could change the sounds of the instruments. If, for example, they put a sweater (coat, shirt) over a drum and then hit it, would it sound different?	Can the child change the sound an instrument makes?	ORIGINALITY

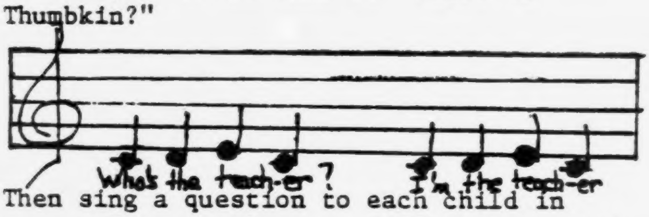
MUSIC TALENT ACTIVITY
What Did You Sing?

MATERIALS:

- None

STEPS:

1. Tell the children that you will sing a question to them and you want them to sing back the answer using the same notes you used. Demonstrate by singing an example to the tune of "Where is Thumbkin?"



Then sing a question to each child in turn. Try to make up a different musical phrase for each question. Some examples of questions and answers are:

Teacher: *Who is Mary?*
Who likes to sing?
Who's wearing red?

Child: *I am Mary.*
I like to sing.
I'm wearing red.

2. Tell the children that you want them to take turns being the teacher and singing a question to someone. Encourage them to make up a different tune or melody for their question.

3. Say, *Do you know what an audience is?* Give time for discussion. Be sure that the children understand that the most important things an audience does are first to *listen* to the performance and then when it is over to show their appreciation by *clapping*.

Say, *Today we are going to take turns performing solos. Solos are when one person performs at a time. While one person is performing a solo, the rest of us will be the audience.*

ASSESSMENT QUESTIONS:

Can the child remember a simple musical phrase and repeat it?

Can the child create a musical question?

Can the child sing a solo before the group?

MUSIC TALENT ACTIVITY--What Did You Sing?

Hum a familiar song. Ask the children to identify it. Now ask each child to hum or sing a favorite song. Lead the children in clapping after each performer finishes a song.

4. Discuss the songs which were just performed. Tell the children, *When a musician performs, he or she is "talking" to people through the music. The music can "say" many things. For example, it can sound happy or sad. A good musician will also look or act like the feeling the song is trying to express. For example, if the music is sad, the performer will look sad.*

Can the child state what was good about a particular performance?

Ask the children if they think that any of the performances they just heard were particularly good. Why do they think so?

MUSIC TALENT ACTIVITY
Notes, Notes, Notes

MATERIALS:

- Chalkboard and chalk.
- Illustrations #1-6 (provided at the end of this activity).

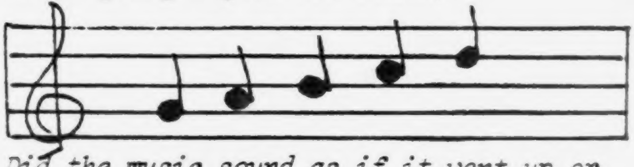
STEPS:

1. Say, *We call the people who make up music, composers. Composers want people to play their music exactly the way they want it to sound so they write it down in a very special way.*

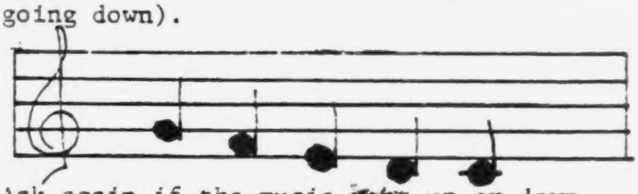
   They write it on five lines we call the staff. This is what a staff looks like. (Show illustration #1). *It also has a clef sign.* (Point out the clef sign on the illustration).

   When the notes go up the staff, the sound gets higher. When they go down, the sound gets lower. This is the way a musical phrase looks on the staff. (Show illustration #2). *Can you find a note which you think would be high? Can you find a note which is low?*

   Now, listen very carefully. Sing or hum this phrase to the children. (Any five notes going higher are fine!)



   Did the music sound as if it went up or down? You see, it works! The composer wrote it so you could tell it went up. This is the way that music looks on a staff. (Show illustration #3). *When I sang it you listened and heard what the composer wanted people to hear!* Sing or hum the second phrase (five notes going down).



   Ask again if the music went up or down.

ASSESSMENT QUESTIONS:

Can the child listen to a musical phrase and state whether it goes up or down?

2. *Now let's pretend that we are composers. We know that if we want our music to be performed correctly, we need to write it on a music staff. I'll make five lines on the chalkboard to be our staff and I'll make a clef sign. Who wants to be the first composer?* Choose one child. Explain, *You decide whether you want your music to go up or down. Then write it on the staff.* (You may have to help some children draw the notes). *After you finish we'll see if we can tell what you, as the composer, wanted people to play when they read your music.* Give each child an opportunity to compose.

Can the child demonstrate understanding of ascending or descending musical phrases by creating a musical phrase?

ORIGINALITY

3. *We just finished being composers. Now let's see if we can perform what a composer has written. We are going to read some music by using our hands to indicate whether the notes go up or down. Let's look at this song that a composer wrote.* (Show illustration #4). *Show me where the music goes up. Show me where the music goes down. Look at the music as we sing this song together. Move your hand up and down with the notes.* Sing very slowly, demonstrating the hand motions.

Explain, *I have the music to another song.* (Show illustration #5). *Who would like to try performing a solo with this new song or with the song we just did?* Remind the children to read the music and use hand motions as they sing. Give all the children an opportunity to perform. Encourage the other children to applaud after each performance.

Can the child sing a song while using hand motions to indicate ascending and descending notes?

PERFORMING

4. Take out illustration #6, the page of music. Examine it with the children. Remind them that the word piano means soft and the word forte means loud. Say, *Musicians usually use the letter "p" for "piano" and the letter "f" for "forte" because it is easier. What do you think the composer means when he writes "pp" in the music?* (Very soft or pianissimo). *Piano and forte are two of the terms that musicians call dynamic terms.*

Can the child demonstrate understanding of musical notation by locating specific items on the staff?

APPRECIATING MUSIC

MUSIC TALENT ACTIVITY--Notes, Notes, Notes

Ask the children to find the dynamic markings and the staff on the music. Help them notice the location of the notes on the staff.

Illustration

Music Staff

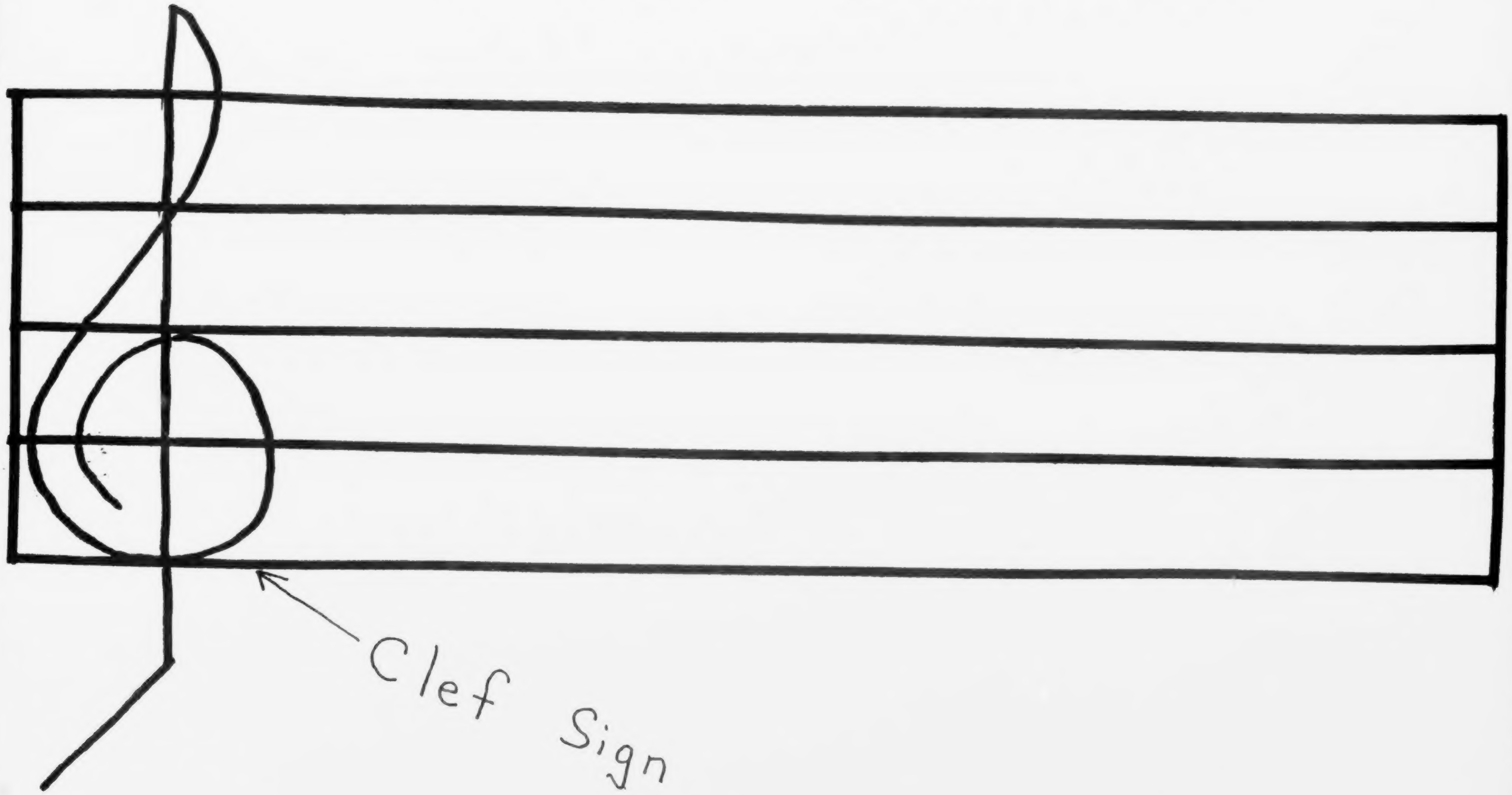


Illustration 2 Musical Phrase

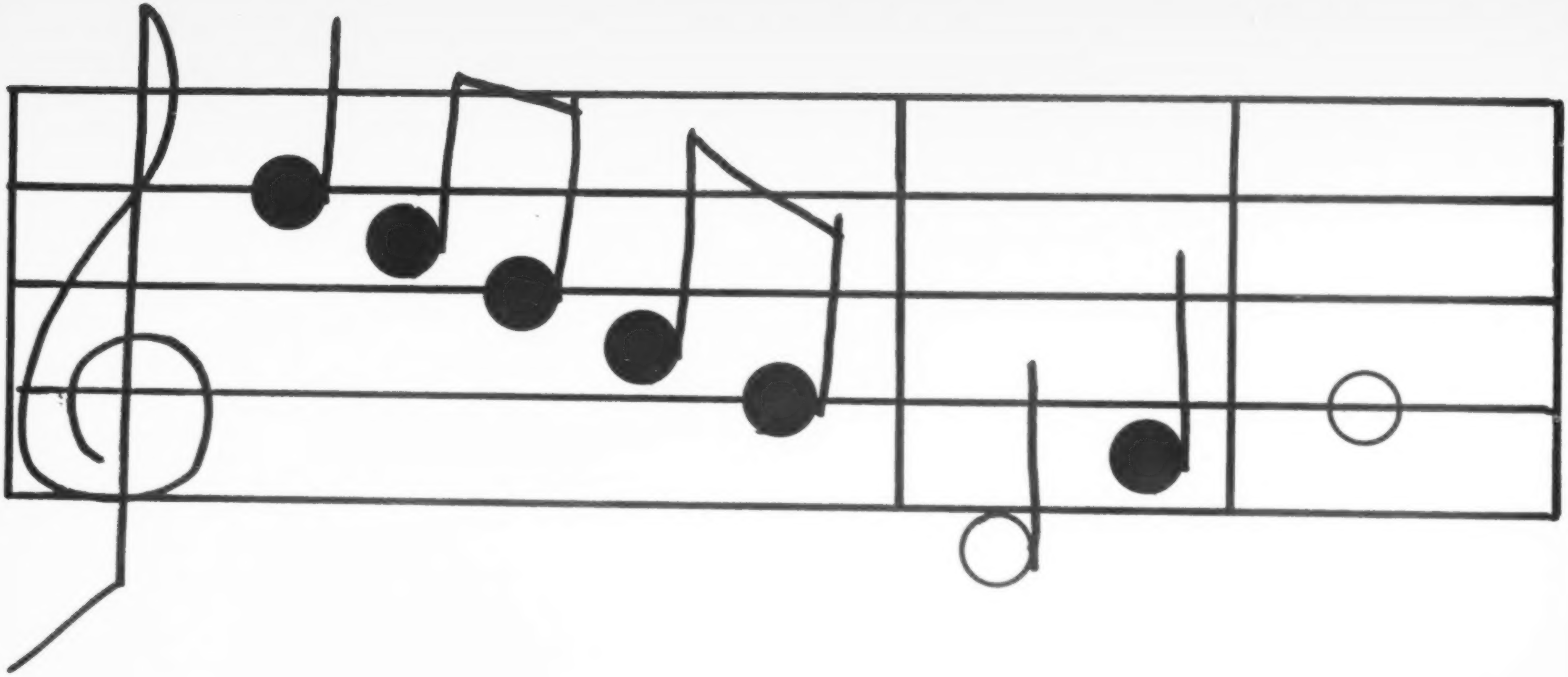


Illustration 3 Ascending and Descending phrases

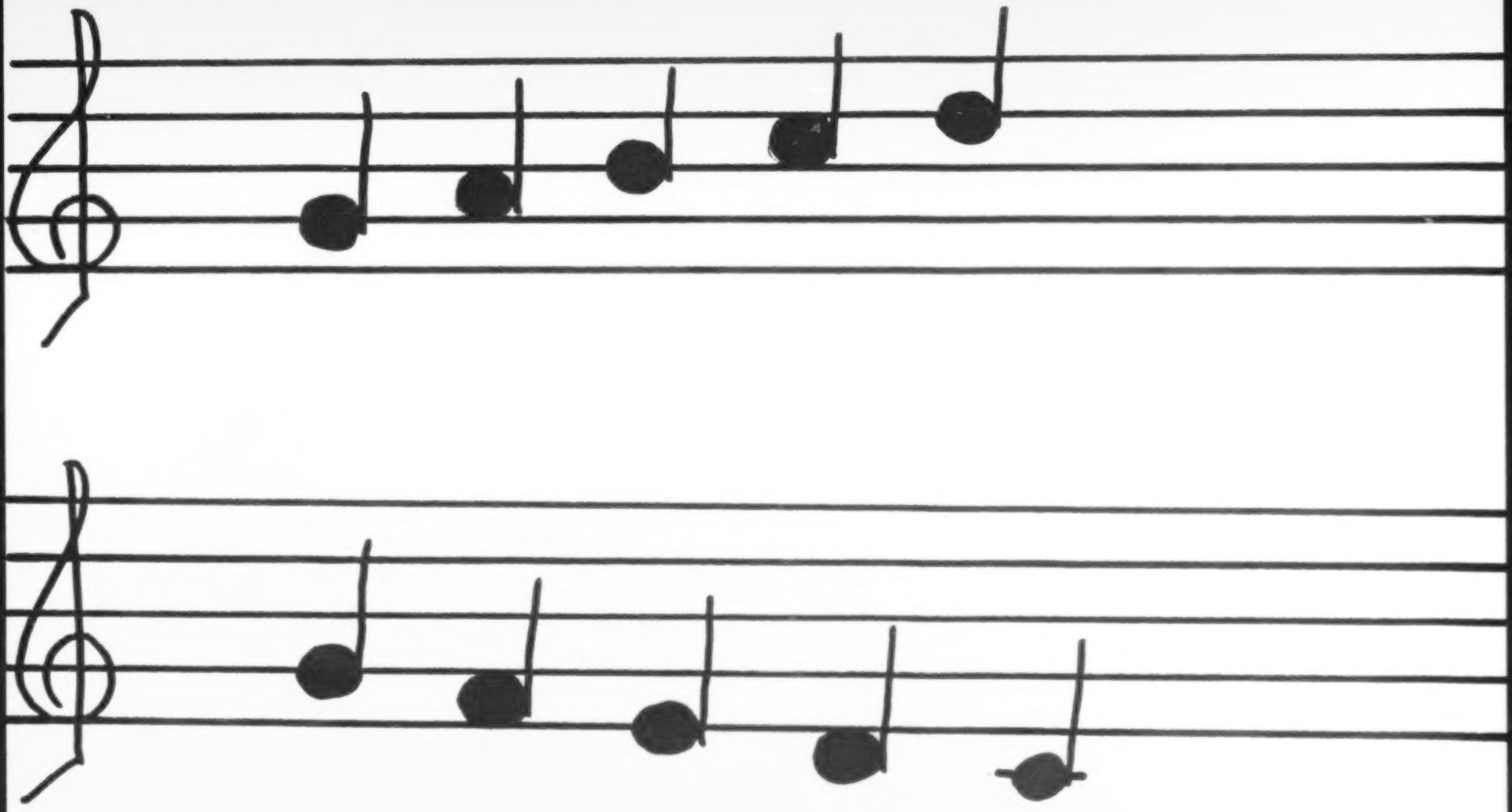


Illustration 4

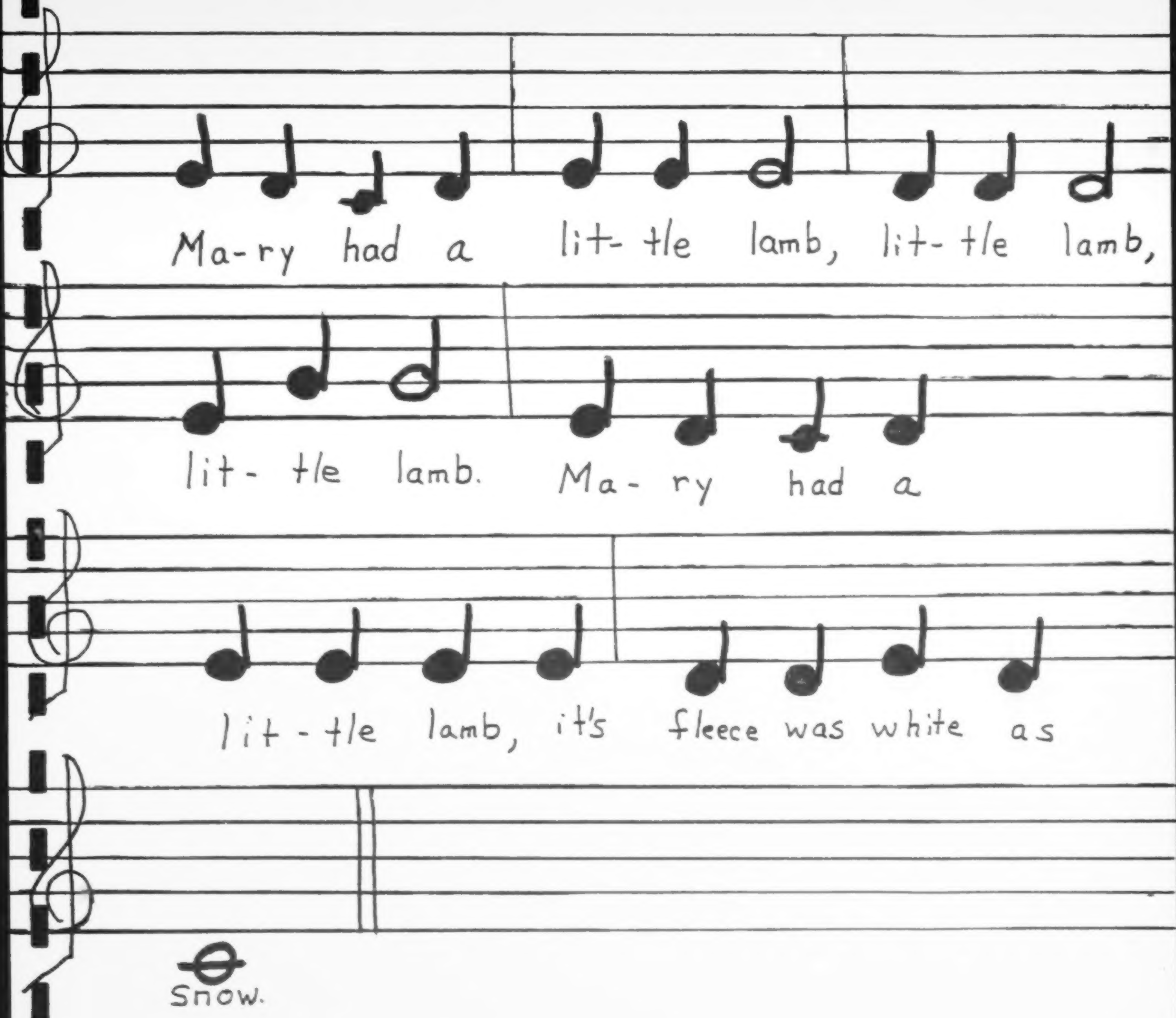
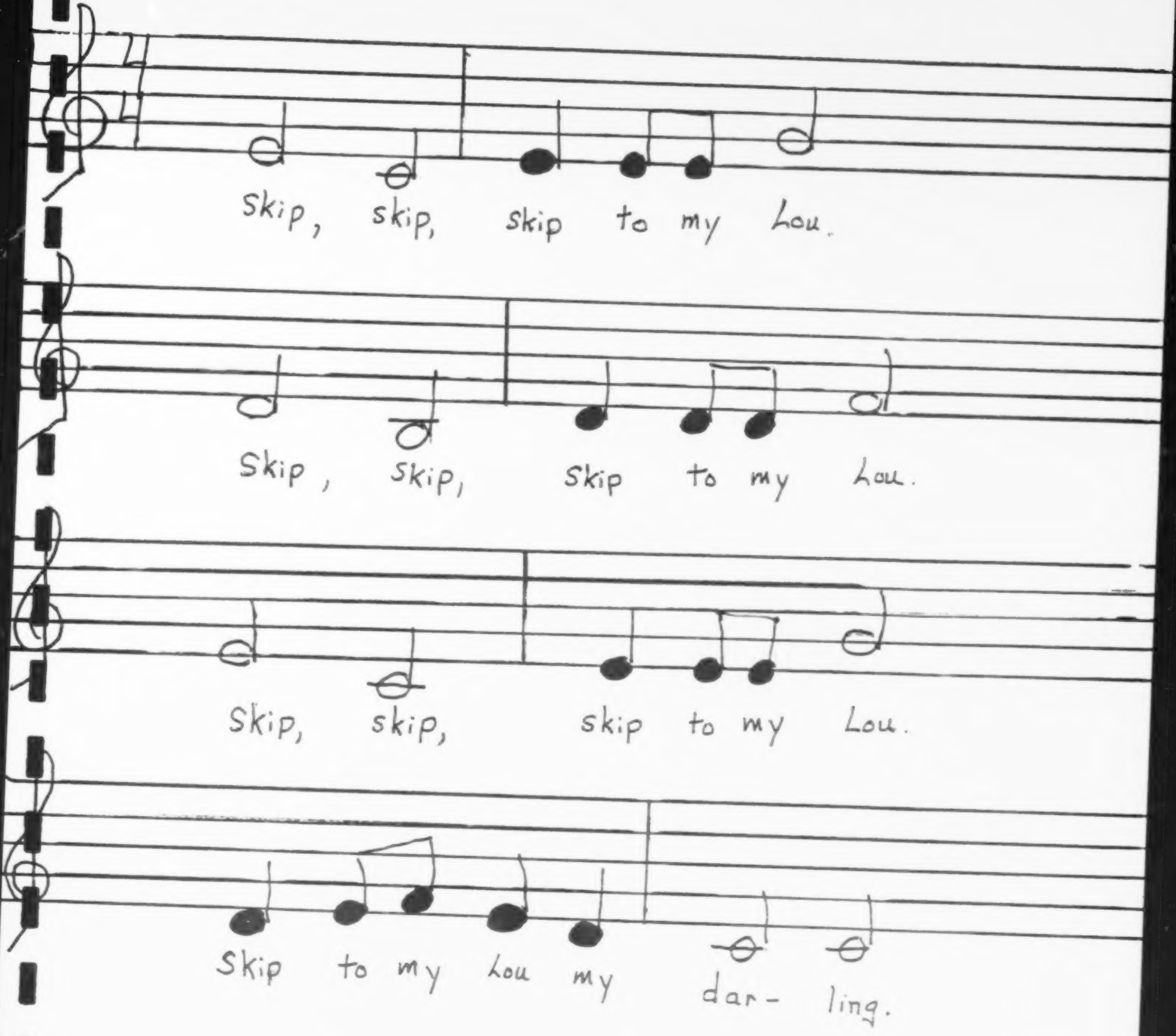
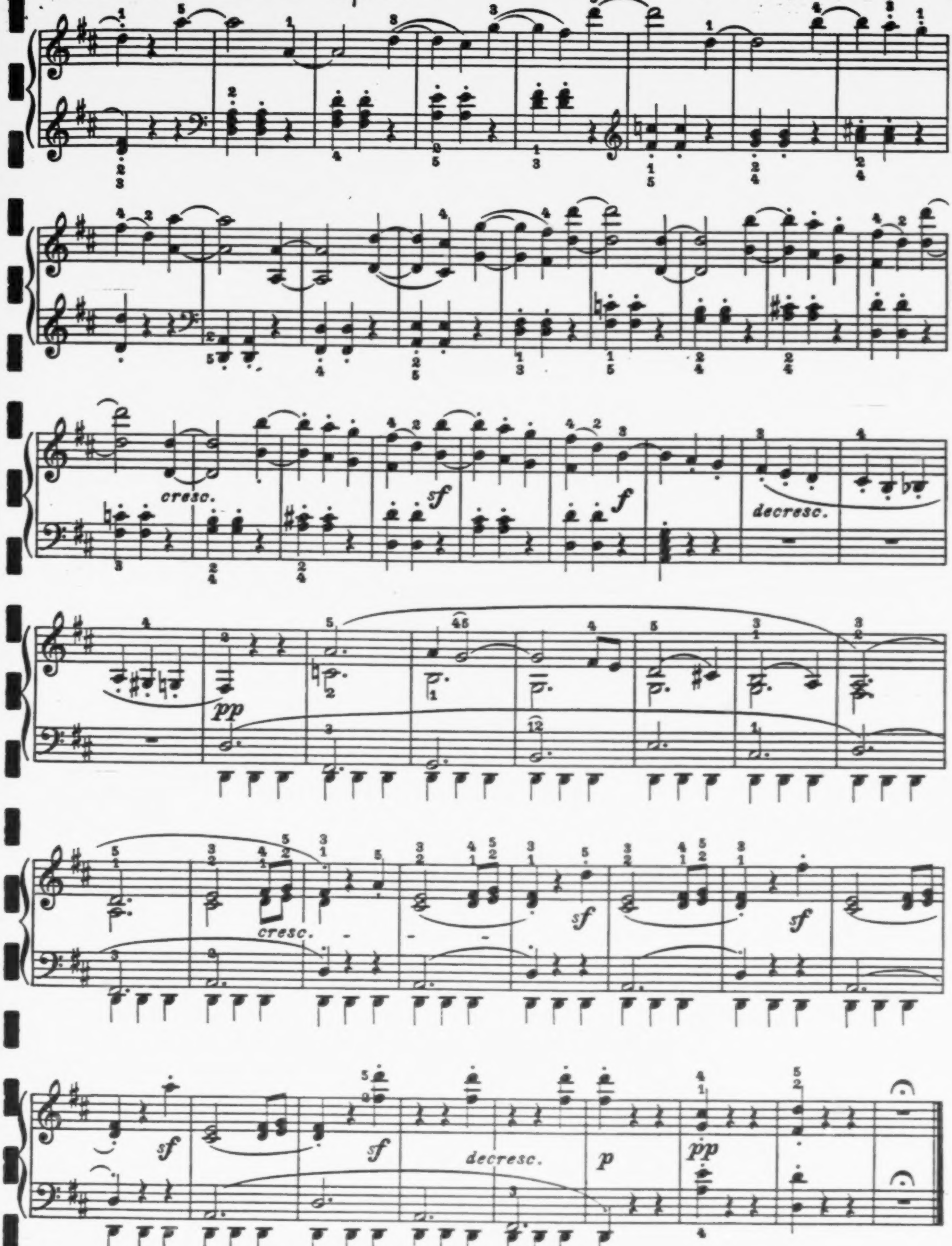

Ma-ry had a lit-tle lamb, lit-tle lamb,
lit-tle lamb. Ma-ry had a
lit-tle lamb, it's fleece was white as
snow.

Illustration 5


Skip, skip, skip to my Lou.
Skip, skip, skip to my Lou.
Skip, skip, skip to my Lou.
Skip to my Lou my dar- ling.

Beethoven Sonata Op. 28 Illustration 6


cresc.
sf
f
decresc.
pp
cresc.
sf
sf
sf
sf
decresc.
p
pp

MUSIC TALENT ACTIVITY
Let's Make Music!

MATERIALS:

- The words "forte" and "piano" printed on separate sheets of paper.
- Optional: piano or bells.

	STEPS:	ASSESSMENT QUESTIONS:	
1.	Tell the children that good music is more than just notes. Ask them to listen as you sing a song. Choose a song the children know, such as, *If You're Happy and You Know It, The Wheels on the Bus*, or a lullaby. Sing the song as boring and expressionless as possible. Now ask the children if they can think of ways to sing the song that would make it sound better. After the children have had a chance to express their ideas, explain, *One way people make music sound better is by changing the loudness and softness at different parts. How loud or soft the music is played is called the dynamics. Dynamics is one thing that makes a difference in how nice a song sounds.* Ask the children to listen to how different a song can sound just by changing the dynamics, or the loudness and softness. Sing the song again, this time being expressive and varying the volume. Now say, *We are going to play a music game.*	Can the child think of ways to make the song sound better?	APPRECIATING MUSIC
2.	Get out the pieces of paper with "forte" and "piano" on them. Tell the children that people who write music put words or directions in it so that other people will know how to perform it. Show the children the word "forte". Say, *This word says fór-tā. It means loud. Whenever I hold this card up you should sing loudly--don't shout, that is not singing!* Then show them the word "piano". Say, *This word, "piano," means "soft". When I hold this word up you should sing softly.* Have the children sing *Old MacDonald.* (If they don't know this song, substitute one with which they are familiar). Alternate the words, having them sing loudly or softly. You may want to give the children turns in holding the words as the other children sing.	Can the child sing loudly or softly following dynamic markings?	PERFORMING

MUSIC TALENT ACTIVITY--Let's Make Music!

3.	Play a melody on the bells or piano. Play it all either loudly or softly. Ask the children if it was forte or piano. If no instrument is available, sing a melody.	Can the child answer questions about the dynamics of music?
4.	Have the children look around the room to see if they can find something which would make a soft (piano) sound. Have them experiment with the sounds. Then let them find something that would make a loud (forte) sound. Again, let them experiment. Give each child a chance to play his "instruments" creating loud and soft sounds.	Can the child find objects on which to make a loud sound and a soft sound?

LISTENING ORIGINALITY

piano

forte

MUSIC TALENT ACTIVITY
Drum Talk

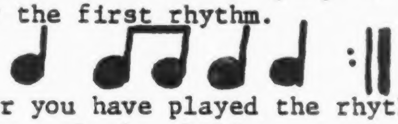
MATERIALS:

- A drum (or inverted wastebasket and stick or pan with a spoon).

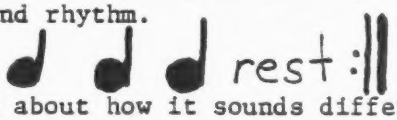
HINT: This activity should follow the activity, "I've Got Rhythm".

STEPS:

1. Say, *Remember when we moved to different rhythms or beats played on the drum? Today we're going to hear some different rhythms. Listen as I play one for you.* Play the first rhythm.



After you have played the rhythm a few times, ask the children to clap the rhythm with you as you play the drum. Play the second rhythm.



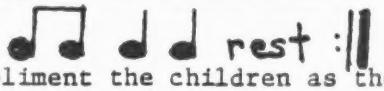
Talk about how it sounds different from the first rhythm. Have the children clap this rhythm.

ASSESSMENT QUESTIONS:

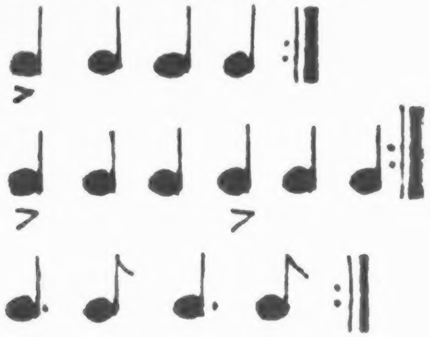
Can the child hear a basic difference in a drum rhythm and clap it?

LISTENING

2. Say, *Now I want you to stand up and move to the beat of the drum. Pretend the drum is talking to your feet and telling them how to move. Don't worry about how anyone else moves--move the way you want to. Now listen to what the drum is telling you!* Play the following rhythm repeating it a number of times and keeping it very steady as the children move.



Compliment the children as they move. Use the same procedure for these other rhythms or make up your own rhythms:



Can the child interpret the drum rhythm in his movements?

PERFORMING

3. Now ask the children to think of some different rhythms. Give each child a turn to create a new rhythm on the drum. Encourage the children to make a short rhythm pattern and then to repeat it a number of times.	Can the child create a rhythm and play it?
4. Discuss with the children the importance of rhythm in music. Explain, *Composers, or people who write music, sometimes use rhythm to make their music sound like something else. What kind of rhythm could composers use if they wanted their music to sound like galloping horses? Would it be slow and steady, or would it be fast and uneven?* Ask some children to clap a rhythm that they think would be best. Continue the same procedure for the following questions. *What kind of rhythm could composers use if they wanted the music to sound like rain? What kind of rhythm could sound like a turtle walking, a frog hopping?*	Can the child decide what rhythm is best for a situation and clap it?

MUSIC TALENT ACTIVITY

Music, Wonderful Music

MATERIALS:

- Large room divider (could be a shelf, piano, sheet, etc.).
- Five musical instruments (such as a bell, a drum, a tambourine and/or homemade instruments like a can with rocks, sandpaper blocks, or two sticks hit together).

	STEPS:	ASSESSMENT QUESTIONS:	
1.	Say, *Today we are going to play a musical game. We'll take turns hiding behind the divider. These three instruments will be behind the divider.* Show the instruments. *The person behind the divider will play each instrument once in any order desired. We will all listen, then someone will try to play the instruments in exactly the same order that the first person played them. I'll show you what I mean.* At this point go behind the divider. Play each instrument one time--in whatever order you wish. Then ask the children to raise their hands if they think they can do exactly the same thing. If a child tries and fails, praise the effort, *What a good try. You almost got it!* Then you play the instruments again in the same order. When someone succeeds in reproducing your sounds, give that child a turn to hide and play a new pattern. Be sure the children understand that they should only play each instrument one time.	Can the child reproduce three sounds in sequence?	LISTENING
2.	Discuss with the children which sound they preferred. Explain that different people like different sounds. Some like loud sounds and some like soft sounds. Ask, *Did you like it when someone struck the instrument very hard or did you like it better when it was hit softly? Which instrument's sound did you like best?*	Can the child describe what musical sound is most pleasing?	APPRECIATING MUSIC
3.	Say, *Now I will add two more instruments to the three we have already played.* Show the children two more instruments and put them behind the divider. *I want you to choose only three instruments and play them in any order you want. We will listen and guess which instruments you played.*	Can the child play three instruments?	PERFORMING

Choose one child to begin. Call on another child to name the instruments and the order in which they were played. Give each child a turn to perform.

4. Tell the children, *You did a great job at being good musicians and careful listeners. This time let's make it more interesting and play all five instruments. Try to play the instruments in a way that's different from what anyone else played.* Allow each child to have a turn to create a pattern with five instruments. Comment on the difference in each performance after each child has a turn.

Can the child create a different pattern with five instruments?

ORIGINALITY

MUSIC TALENT ACTIVITY
Sing a Story

MATERIALS:

- The Gingerbread Man story (included at the end of this activity).
- Chalkboard and chalk.

STEPS:	ASSESSMENT QUESTIONS:	
1. Remind the children that they have heard stories many times. Then say, *Stories can also be sung instead of just spoken. When stories are sung as they are acted out, they are called operas. In opera, people sing all the words instead of just talking. Today we are going to change a story into an opera by singing the parts.* Review the story The Gingerbread Man with the children (If they aren't familiar with the story read it to them). Point out the repeated line, "Run, run as fast as you can. You can't catch me I'm the Gingerbread Man!" Say, *This is a line that can be sung. Can anyone think of a good way to sing this line?* Encourage the children to make up a very simple melody. Practice singing the melody together.	Can the child create a melody for a repeated phrase?	ORIGINALITY
2. Now read the story. When the time for the phrase arrives, ask the children to sing it. Pause in your reading each time the phrase should be sung and sing it with the children.	Can the child listen and sing the line at the appropriate time?	LISTENING
3. Ask the children, *Who are the other characters?* List them on the board. *What kind of sound would these characters make? How would they sing their line?* Decide how each character would sing his line. Assign one child to each one of the characters (for example, one child is the horse, one the cow, etc.). Now read the story again. This time encouraging the children to sing their character's line and to sing the "Run, run as fast as you can," line.	Can the child perform an assigned part?	PERFORMING

4. **Discuss with the children their performance of the story.** *Did you like the story better with certain lines sung like an opera? Was the "Run, run" melody line easy to sing? Was the melody line easy to remember? Do you think people would know what animals you were by the way you sang your line? What do you think could be improved? Would it be better if only one person sang the line of the Gingerbread Man? Are there other lines you would like to sing?*

Can the child make suggestions to improve a performance?

The Gingerbread Man

There was an old woman who was very lonely because she had no children. One day she thought, "I know what I'll do, I'll bake a little boy out of gingerbread. Then I can pretend that he's a real little boy!" So she did.

But when she opened the oven door, the gingerbread boy jumped up and ran right out of the house. She heard him say as he ran out of sight...

"Run, Run as fast as you can.
You can't catch me, I'm the gingerbread man."

As he ran along, he came to a cow. The cow said, "Stop, gingerbread man."

"No," cried the gingerbread man. "Run, run as fast as you can. You can't catch me. I'm the gingerbread man."

He came to a horse and the horse said, "Stop, gingerbread man."

"No," said the gingerbread man. "Run, run as fast as you can. You can't catch me, I'm the gingerbread man."

He came to a dog and the dog said, "Stop, gingerbread man."

"No," said the gingerbread man. "Run, run as fast as you can. You can't catch me, I'm the gingerbread man."

He came to a cat and the cat said, "Stop, gingerbread man."

"No," said the gingerbread man. "Run, run as fast as you can. You can't catch me, I'm the gingerbread man."

The gingerbread man ran on and on and on. Finally, he came to a fox.

The fox said, "Where are you going, gingerbread man?"

"I have run away from an old woman, and a cow, and a horse, and a dog, and a cat, and I can run away from you, I can," said the gingerbread man.

The fox said, "I can't hear you, gingerbread man. Come a little closer."

The gingerbread man stopped running. He came a little closer to the fox. He called out..."I have run away from an old woman, and a cow, and a horse, and a dog, and a cat, and I can run away from you, I can," said the gingerbread man.

"I can't hear you," said the fox. "Come a little closer."

The gingerbread man came very close to the fox. Then he shouted, "I have run away from an old woman, and a cow, and a horse, and a dog, and a cat, and I can run away from you, I can," said the gingerbread man.

"Oh you can, can you," said the fox and Snip, Snap - he ate the gingerbread man all gone.

BOHST

READING TALENT

READING TALENT ACTIVITIES

Page
INTRODUCTION 131

INITIAL ACTIVITIES

Personal Interviews 133

Treasure Hunt 135

Having Fun with Poetry 137

CONTINUING ACTIVITIES

Under the Big Top 141

Round Robin Story Telling 143

Name Scramble 144

Word Bingo 145

Let's Go Shopping 149

What's in a Story 151

Rhyming Riddles 153

Introduction

READING TALENT

The activities in this section are designed for the children you have identified as having reading talent. These children have particular characteristics that will make the lessons challenging and fun for them; namely, their listening, speaking, reading and writing skills.

The activities are broken into four skill areas that are essential to the development of reading talent, allowing you to examine the child's performance while you are teaching each activity. Naturally, a talented child is going to earn glowing marks in some of these skill areas, probably the ones that caused you to pick him or her from all the rest as having reading talent. On the other hand, even a talented child will struggle or be less interested in other skill areas, perhaps needing some extra help or encouragement in these areas.

By using the first three lessons as your initial assessment, you can get a pretty good idea of which skill areas are strong and which areas are weak. You can then devise a plan (either at the TEP meeting or on your own) of ways to modify both the activities and your daily teaching to give the child the best dose of talent programming. The remaining seven lessons are also organized this way, so you can keep an eye on how the child is doing in these four areas as you teach the activities.

The four skill areas for reading talent should come as no surprise since they are closely related to the characteristics you used to identify the children. Each of these areas is described in brief below.

Decoding - the ability to see subtle differences in how things look.

Listening Phonetically - the ability to detect similarities and differences in how words, parts of words, and letters sound.

Speaking Clearly - the ability use words in interesting and creative ways.

Understanding Ideas - getting meaning from spoken and written language, understanding a wide range of words, collecting facts and knowledge from observation.

We give and receive meaning through speaking, listening, writing, and reading. The following activities will help strengthen reading readiness skills and help children understand the importance of communication.

READING TALENT ACTIVITY
Personal Interviews

MATERIALS:

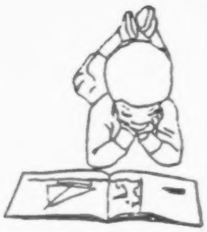
- Several large pieces of paper (for recording interviews).
- A marker.

STEPS:	ASSESSMENT QUESTIONS:	
1. Tell the children what an interview is--when one person asks another person questions to get information. Tell the children, *I am going to interview you today. I will ask you questions about yourself which will tell me about something that has happened to you.* Now get a piece of large paper and a marker. Select a child to interview and ask questions such as, *Where do you live? Do you have any brothers and sisters? Tell me about something special that has happened to you.* Pretend to be a reporter recording the interview. For example,you might write, *This is a story about Kevin. Kevin lives in an apartment. Kevin has two brothers and one sister. Kevin fell down yesterday and hurt his knee.* Limit the stories to no more than five sentences. After each child has been interviewed, tape the stories to the chalkboard where everyone can see them.	Can the child tell about his or her experiences?	SPEAKING CLEARLY
2. Explain that these interviews are like stories about themselves. Have each child find his or her story. Then ask each child to find his or her name each time it appears in the story and to circle it with a marker.	Can the child find his or her name and circle it?	DECODING
3. Read the stories to the children. Pause before major words giving only the beginning sound. For example, *Michelle has a baby "s"____.* See if the children can supply the missing words.	Can the child supply a missing word after hearing the beginning sound?	LISTENING PHONETICALLY

READING TALENT ACTIVITY--Personal Interviews

4. Let the children take turns "reading" their own story. Ask the other children questions about the stories, such as, *What special thing happened to Michelle? What does George like to do best?*	Can the child answer questions about a story?

READING TALENT ACTIVITY
Treasure Hunt



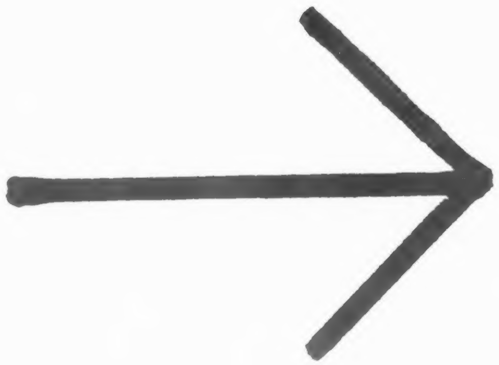
MATERIALS:

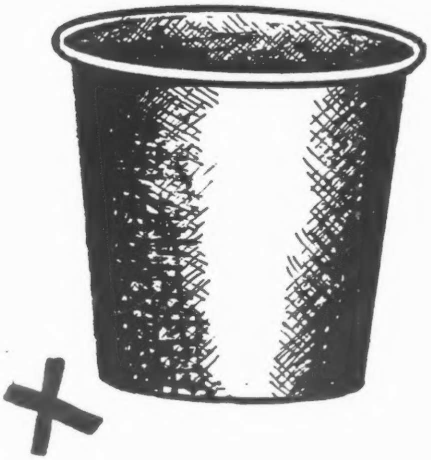
- Two sets of clues and a treasure card (provided at the end of the activity).

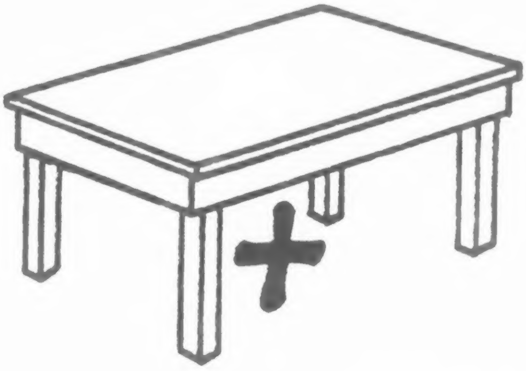
- A small "treasure" for each child (e.g. small rocks, pennies, candy).

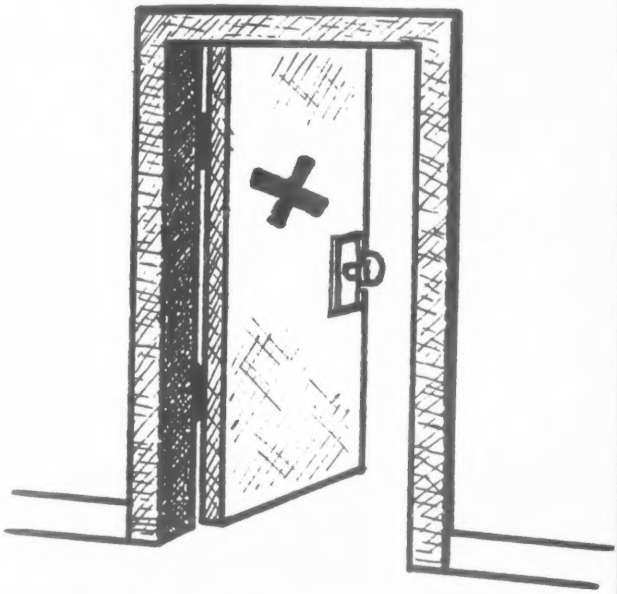
STEPS:	ASSESSMENT QUESTIONS:	
1. Ask the children if they have ever been on a treasure hunt. *Do you know what a treasure is? A treasure can be anything valuable. Who can think of something that is valuable? Why is it valuable? Does it have to cost money to be valuable?*	Can the child describe and tell why something is valuable?	SPEAKING CLEARLY
2. Have the children close their eyes while you hide the clues. Keep the first clue to give the children as the starter. Then hide the rest of the clues in any order, making sure they follow in sequence with the treasure card last. For example, keep the clue with the wastebasket and arrow as the first clue to give the group, then put the second clue (the table with an X under it) under the wastebasket, the third clue (door with an X on it) under the table, the fourth clue (the picture on the wall) on the door, the fifth clue (an arrow) on a picture pointing to the treasure. You might tape a penny to the treasure card to make it more exciting. Have the children open their eyes and begin the treasure hunt.	Can the child 'read' symbols?	DECODING
3. Tell the children that they will be going on their own individual treasure hunt. Have the children close their eyes while you hide one "treasure" for each child. Now give each child a turn to find his or her treasure by giving a rhyming clue. For example, *Your treasure is under something that sounds like stable . . . That's right! It's under the table.* Some suggestions for hiding places and rhymes are: *On the pear*(chair). *Near the core*(door). *Behind the cook*(book). *On the caper*(paper).	Can the child find the treasure by listening to a rhyming clue?	LISTENING PHONETICALLY

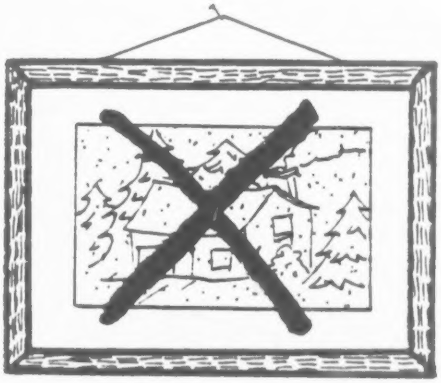
4.	Have the children take turns organizing a treasure hunt. One at a time, have each child choose two clue cards and the treasure card. Ask the other children to close their eyes again while the clues are being hidden. Make sure that the child hiding the clues understands that the first clue needs to direct the group to the next clue, and that second clue needs to lead to the treasure. After each child has had a turn, praise the group for their success at "reading" the clues.	Can the child set up a treasure hunt?

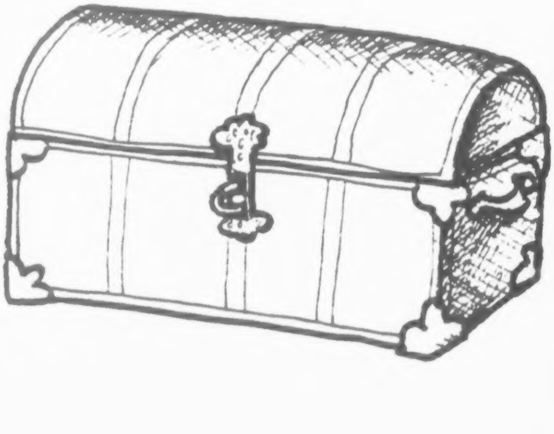












READING TALENT ACTIVITY
Having Fun With Poetry

MATERIALS:

- 3 letter cards (print the letters "P", "F", and "S" each on a separate index card or other small card).

- Box to hold the letter cards.

STEPS:

1. Discuss with the children the importance of our five senses in helping us get information about our world. Talk with them about seeing, hearing, smelling, touching, and feeling. Do some of the following "imagery" exercises with the children:

   A. *Close your eyes. Think how the house smells when your mom or dad is cooking your favorite food. What does it smell like? Try to remember that smell right now.* Encourage the child to talk about the smells.

   B. *Think about a rain storm. Close your eyes again. Remember how quietly the rain starts sometimes? Can you hear the wind blow? Try to remember how the lightening looks as it lights up the sky. Sometimes the thunder is very loud, do you hear it? Have you been outside in the rain? How does the rain feel against your skin? Can you remember the feeling?* Encourage the children to talk about rain and storms.

   C. *This last time pretend that you just went to the ice-cream store. You got an ice-cream cone. Close your eyes and try to think how it tastes. How does it feel on your tongue?* Again, encourage the children to talk about the taste.

2. Tell the children that poets sometimes use words to help people imagine feelings, sights, or sounds. Ask them to close their eyes again and listen while you read some poems. Tell them to let the words help them "imagine" what the poet is talking

ASSESSMENT QUESTIONS:

Does the child use descriptive words when discussing experiences?

Can the child answer questions about the meaning of a poem?

SPEAKING CLEARLY

UNDERSTANDING IDEAS

about. Read each poem two times. After you read each poem talk about it with the children. What did it describe?

A. *THE WORLD IS FULL OF WONDERFUL SMELLS*

The world is full of wonderful smells,
And you have a nose that always tells
Of bread in the oven, hot and nice,
Of cake being baked with lots of spice,
Of a barn with fresh-cut hay in the
mows,
Of horses and pigs and cats and cows,
Of a dog when he's warm and lies in
the sun,
Of applesauce and chocolate and a
sugar bun.
Wouldn't it be dreadful if you'd no
nose to tell
Of every wonderful, wonderful smell?

Zhenya Gay, Jingle Jangle
The Viking Press, Inc.
New York, 1953

B. *GROWNUPS*

They're big,
They're broad,
They're tall,
They're strong.
Their hands are large,
Their legs are long.
And no one tells them
What to do.
I wish I were
A grownup, too.

For then I'd live
Without a care:
I'd never have to
Comb my hair;
I'd never have to
Nap at noon.
I'd like to be
A grownup soon.

William Wise, Jonathan Blake
Alfred A. Knopf, Inc.
New York, 1956

C. *THE HIPPOPOTAMUS*

In the squdgy river,
Down the oozely bank,
Where the ripples shiver,
And the reeds are rank--

Where the purple Kippo
Makes an awful fuss,
Lives the hip-hip-hippo
Hippo-pot-a-mus!

Broad his back and steady;
Broad and flat his nose;
Sharp and keen and ready
Little eyes are those.

You would think him dreaming
Where the mud is deep.
It is only seeming--
He is not asleep.

Better not disturb him
There'd be an awful fuss
If you touched the Hippo,
Hippo-pot-a-mus.

Georgia Roberts Durston
Junior Home Magazine

3. Tell the children that you are going to read a different kind of poem. In these poems many words start with the same sound. Tell them to listen carefully when you read each poem to see what sound they hear the most often.

Can the child identify a repeated sound?

A. Read the following poem:

PETER PIPER

Peter Piper picked a peck of pickled
peppers;
A peck of pickled peppers Peter Piper
picked;
If Peter Piper picked a peck of pickled
peppers,
Where's the peck of pickled peppers
Peter Piper picked?

Mother Goose

Encourage them to talk about the sound they heard the most often. For example, many words start with the "p" sound in this poem. Have the children practice making this sound. Show them the "P" letter card. Ask them what words they can think of that start with the "P" sound.

B. Repeat the activity with the next poem. Show the children the "F" letter card.

A flea and a fly in a flue
Were imprisoned, so what could they do?
  Said the fly, "Let us flee,"
  Said the flea, "Let us fly,"
So they flew through a flaw in the flue.

Unknown

Discuss the difference in sound between the "P" sound and the "F" sound. Encourage the children to experiment with the two sounds.

C. Continue with the following, using the "S" letter card.

GALOSHES

Susie's galoshes
Make splishes and sploshes
And slooshes and sloshes,
As Susie steps slowly
Along in the slush.

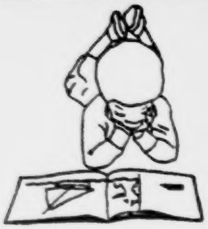
They stamp and they tramp
On the ice and concrete,
They get stuck in the muck and the mud;
But Susie likes much best to hear

The slippery slush
As it slooshes and sloshes,
And splishes and sploshes,
All round her galoshes!

Rhoda W. Bacmeister
E.P. Dutton & Co., Inc.
New York, 1940

4. Tell the children that now they are going to play a game. Put the letter cards in a box. Have the first child draw a card from the box. Ask him or her what sound that letter makes. Have the child think of a word which starts with that sound. Give help if necessary. Have the child put the card back in the box, then choose the next child to have a turn. Give everyone at least one turn.

Can the child associate a letter with a sound?



READING TALENT ACTIVITY
Under the Big Top

MATERIALS:

- A simple three-station obstacle course: tape line on the floor about four feet long, chair, and a table large enough for a child to crawl under.

- Two sets of identical symbols (included with this activity).

STEPS:	ASSESSMENT QUESTIONS:
1. Set up the obstacle course and put chairs on the sideline for the "audience". Take out the 2 sets of symbols. Keep one set with you and place the other symbols on the appropriate objects (tight rope walker on the tape, crawling clown on the table (tunnel), and the acrobat on the chair). Tell the children, *We're going to pretend that we're having a circus. You are the performers.* Explain that each symbol stands for a stunt--something you do. Demonstrate or talk about each stunt. Then give each child a circus name. Say, *Today you will be the Glorious Giovani!* (or The Wonderful Wenzuli, The Stupendous Severoni, The Marvelous Macaroni, or the Awesome Acrobat, etc.). Tell the children, *I'll be the ringmaster and announce the acts!* Call the first child . . . *Presenting the Glorious Giovani who will be performing these two amazing stunts.* Show the child two symbols. For example, hold up the symbol of the tight rope walker, then the crawling clown. Ask the child to perform the stunts in that order. Encourage the audience to clap and cheer as each stunt is performed. Change the order in which the stunts are performed for each child's turn.	Can the child match identical symbols ?
2. Explain to the children that they will be performing more stunts but this time they will need to listen carefully in order to figure out what to do. Say only the beginning sound in the key word of your directions. Call one child forward using the circus name. Say, *Glorious Giovani, come to the center ring!* (in front of the group) *Go to the ch___* (chair) *and kneel behind it.* See if the child can go to the chair. Some example of other directions to use might be:	Can the child finish a word if he is given the beginning sound?

DECODING

LISTENING PHONETICALLY

Go to the t____ r___ (tight rope) *and jump over it.*
Go to the t____ (table) *and walk around it.*
Go to the ch____ (chair) *and climb on it.*
Go to the t____ (table) *and lie down under it.*

3. Tell the children that now they will perform some different stunts. Say, *I'll tell you three different things to do. You must listen very carefully. Remember to do all three things in the same order that I say them.* Some examples of these directions are:

   a. *Run to the table, crawl under it and jump back to your seat.*

   b. *Walk to the tight rope, jump over it, and run back to your seat.*

   c. *Jump to the chair, walk around it two times and crawl back to your seat.*

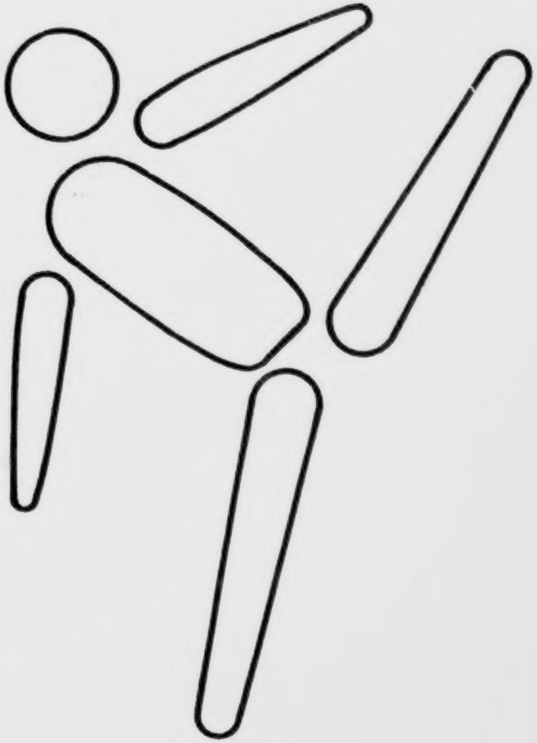
Does the child understand three-step directions?

UNDERSTANDING IDEAS

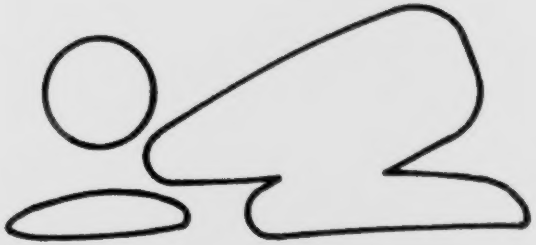
4. Tell the children that you want each of them to think of three stunts to perform for the audience. Introduce each child using his or her circus name. For example, say, *Presenting the amazing, the incredible, the one and only Wonderful Wenzuli! Tell us, Wenzuli, what are you going to do for us today?* Give each child an opportunity to come forward, announce what he or she is going to do and then perform. Encourage the other children to cheer and clap for each performer.

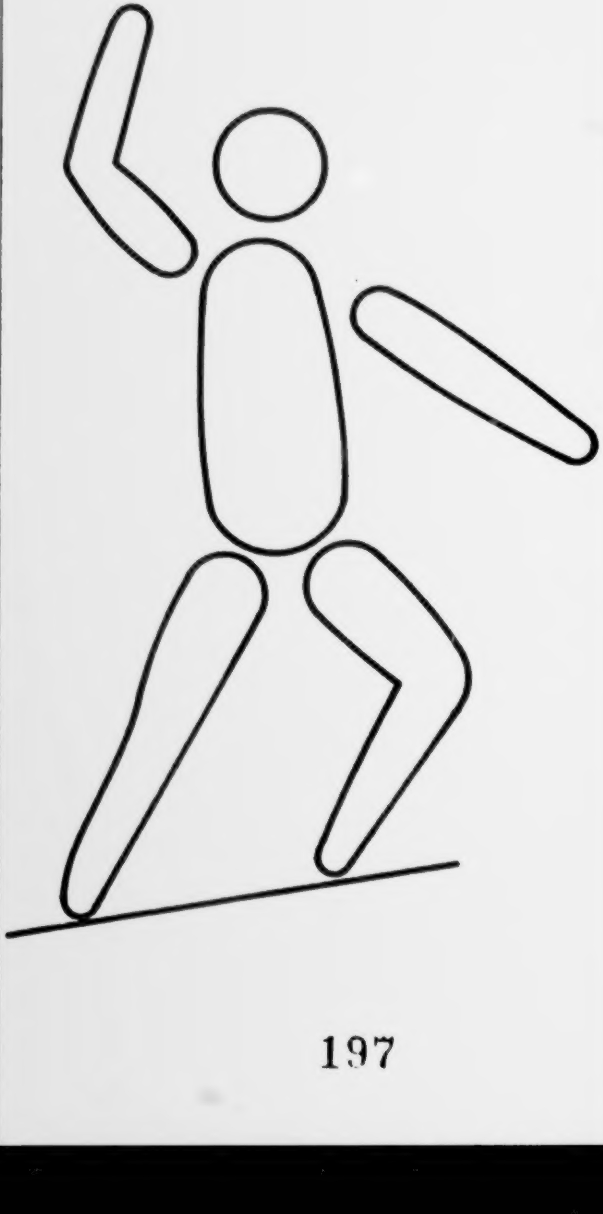
Can the child announce his performance?

SPEAKING CLEARLY

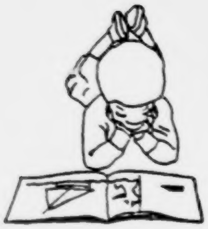


196





197



READING TALENT ACTIVITY
Round Robin Story Telling

MATERIALS:

- Chalkboard and chalk.

STEPS:	ASSESSMENT QUESTIONS:	
1. Explain to the children that they are going to make up a story together. Remind them that a story has a main character, a beginning, a problem, and a solution to the problem. Start the story yourself . . . *Once upon a time there was a little boy who was walking down the street. He was crying because . . .* At this point ask a child to continue the story. Continue in this way, having the children take turns making up parts of the story, until each child has had a turn.	Can the child make up a part of a story?	SPEAKING CLEARLY
2. Review the story. Then ask the children questions such as, *Who is the main character? How did the story begin? What was the problem? Did we have a solution to the problem?*	Can the child answer questions about the story?	UNDERSTANDING IDEAS
3. Tell the children that they need some way to remember the story. Explain that they can "write" down the story using pictures or symbols. Draw a symbol on the chalkboard such as , to stand for the sad boy at the beginning of the story. Then have each child draw a simple symbol to stand for his or her section of the story. For example, a child might draw for a dog or for a hot day.	Can the child create a symbol to stand for part of the story?	DECODING
4. After a symbol has been drawn for each section of the story, "read" the story for the children pausing at each symbol and covering it with your hand. Say only the beginning sound such as "b" for "boy." After a child supplies the missing word, let the group see the symbol.	Can the child supply a missing word after hearing only the beginning sound?	LISTENING PHONETICALLY

READING TALENT ACTIVITY

Name Scramble

MATERIALS:

- Index cards.
- Crayons (black), one for each child.
- Optional: each child's name printed clearly on a separate piece of paper.

STEPS:	ASSESSMENT QUESTIONS:
1. Discuss names with the children. *Why do you have names? Do you like your name? What name would you rather have? What would happen if we didn't have names?*	Is the child able to express an opinion?
2. See if the children know the beginning sound of their names. Say, *Whose name starts like this? --m--m--m? That's right! Michael.* Continue, using the beginning sound in each child's name.	Can the child identify the beginning sound of his or her name?
3. Give each child a crayon and an index card for each letter in his or her name. Have the children write one letter of their names on each card. Give help as needed by providing models of their names. When the children have finished writing each letter, play a game with the cards. Put all the cards, blank side up, in a pile on the floor. Have the children sit on the floor around the cards. Ask the children to take turns drawing a card. Ask, *What is this letter? Whose name has this letter in it?* If more than one child claims the letter, act surprised. *How could the same letter be in more than one name?* Discuss the fact that the same letter can be in many people's names. Continue the game until all the letters have been identified.	Can the child identify two names which contain the same letter?
4. Now play another game with the cards. Gather up all the cards and put them back in the middle. Have a child draw a card. If the card has a letter on it that is in that child's name, the child keeps the card and draws another one. Continue until all the children have spelled their names. Give the children a model of their name as needed.	Can the child reconstruct his or her name?

READING TALENT ACTIVITY
Word Bingo

MATERIALS:

- Bingo cards--one for each child. Duplicate or use the bingo cards provided. Cover with clear contact for greater durability.
- Tokens for each child (beans, buttons, pennies, etc.).
- Container to hold the tokens (box, dish, bag).
- Chalkboard and chalk.

	STEPS:	ASSESSMENT QUESTIONS:
1.	Tell the children they are going to play a bingo game. The purpose of the game is to cover up all the pictures on their board. Give a bingo card to each child. Review each picture with the children. For example, say, *Find the picture of a gate. Put your finger on the gate.* Etc. Put the container of tokens out where every child can reach them. Begin writing the first word on the board. As you write, say, *I'm writing a word on the board. Here's the first letter. Does anyone have a word which begins with this letter? Look on your cards. Here is the second letter. Now here's the whole word.* Give the children enough time to look for the word. Say, *If you have this word on your card, put a token on it.* Continue in the same way with the following words: fan, car, dog, man, jar, bed, kite, ring, net, sun, gate, tent. The first child to cover all of the words says, *Bingo!* Play again, changing the order of the words.	Can the child match a word to the picture it represents?
2.	Play the game again, this time using words that rhyme. Say, *Now we're going to play the bingo game again, only using words that rhyme. Remember what rhyming words are? They are words that sound alike. Look at your cards. Look for a word that sounds like red . . . head . . . said . . . fed . . . Good--you found bed.* Give these clues slowly as the children look at their cards. Be sure to pronounce each word carefully. When a child finds the rhyming word, have him or her put a token on it. Continue with the following rhyming word clues.	Can the child match words that rhyme?

I'm thinking of the word that sounds like . . .
fun . . . run . . . one (sun)
set . . . let . . . pet (net)
far . . . bar . . . tar (car and jar)
ate . . . late . . . wait (gate)
sing . . . king . . . wing (ring)
can . . . ran . . . pan (man and fan)
tight . . . write . . . sight (kite)
sent . . . rent . . . went (tent)
hog . . . log . . . bog (dog)

The first child to finish covering the card says "Bingo!" Change the order of the words each time the game is played.

3. **Play the bingo game one more time. This time the children will look for a word to finish a sentence. It must make sense in the sentence. Read the following sentences, waiting after each one until the children have had time to think and mark their cards.** Say, *I'm going to read a sentence to you. It will have a word missing. One of the words on your card will finish the sentence so it will make sense. Now listen carefully. If you have the missing word on your card, put a token on it.*

Can the child choose a word which will accurately complete a sentence?

a. Don't forget to shut the ____ (gate).

b. The girl drew a picture of the sky with a brightly shining ___ (sun).

c. Catch the butterfly with the ___ (net).

d. On her finger was a beautiful ____ (ring).

e. Do you know how to fly a ____ (kite).

f. If you're tired, you can go to ___ (bed).

g. The pickles are in the ___ (jar).

h. That policeman is a big ___ (man).

i. It's time to feed the ___ (dog).

j. To get to grandmother's house we drove in the ___ (car).

k. To cool off on a hot day we turn on the ___ (fan).

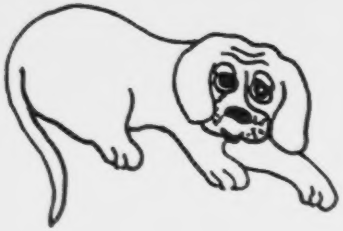
l. The family went camping in the ___ (tent).

READING TALENT ACTIVITY--Word Bingo

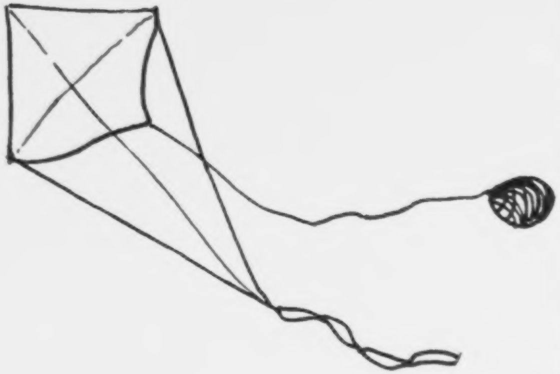
4. Give each child a chance to give word clues to the other children. Have one child stand before the group, holding up his or her card so everyone can see it. Tell the child to silently choose one of the words on the card, then give the other children clues without telling which word it is. For example, the clue for "sun" could be, *It's yellow and in the sky.* or *It starts with a 'sss' sound.* The child who guesses it first can be the next leader.

Can the child give word clues to the other children?

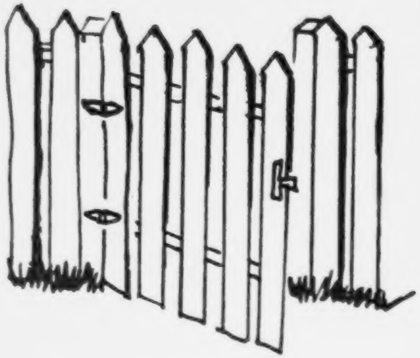
dog



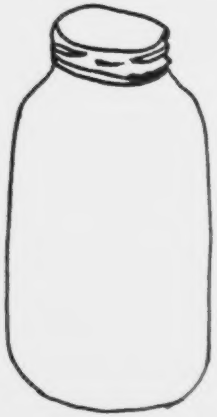
kite



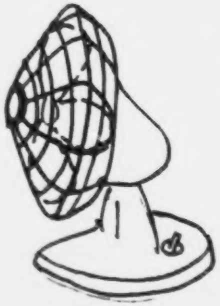
gate



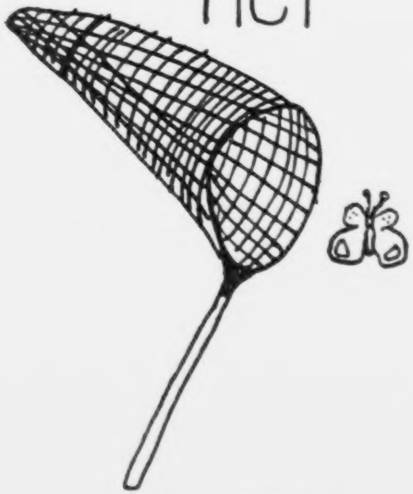
jar



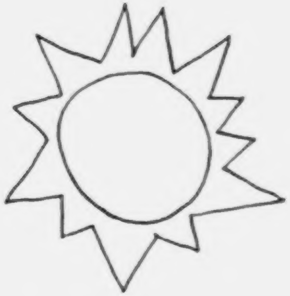
fan



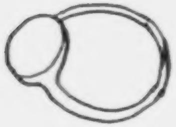
net



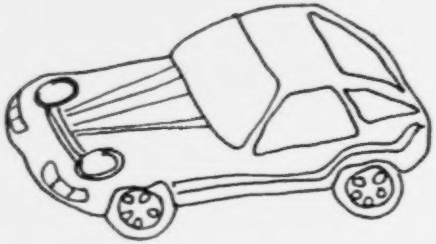
sun



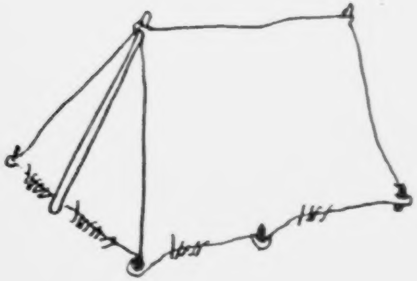
ring



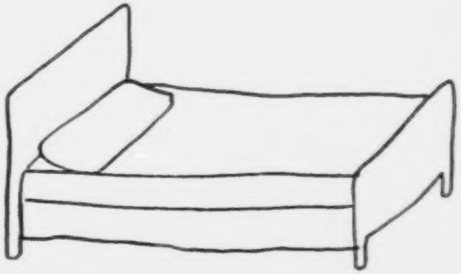
car



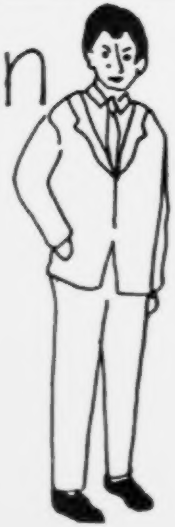
tent



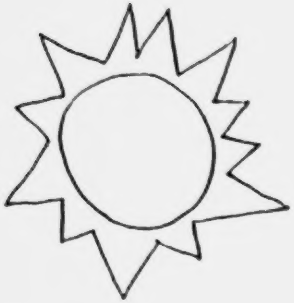
bed



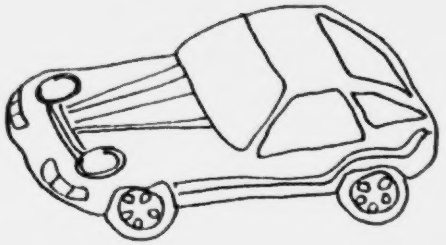
man



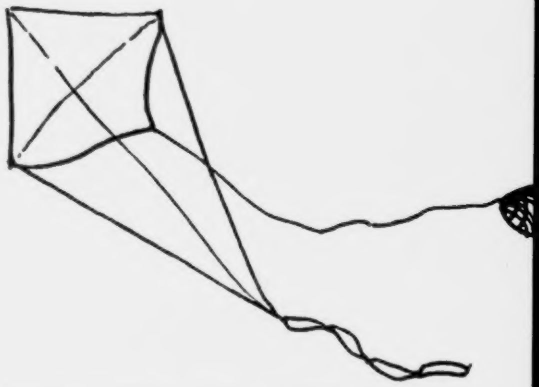
sun



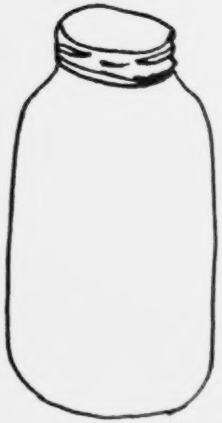
car



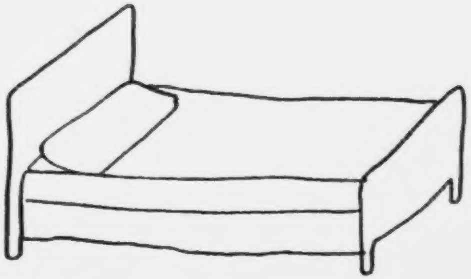
kite



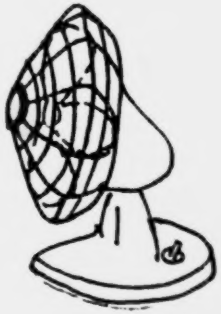
jar



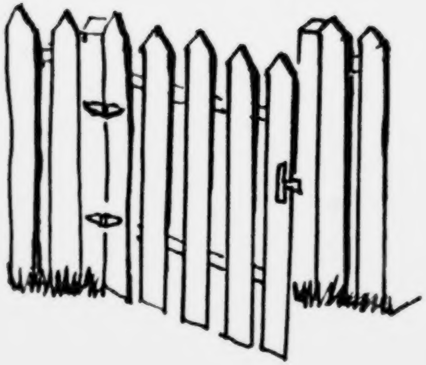
bed



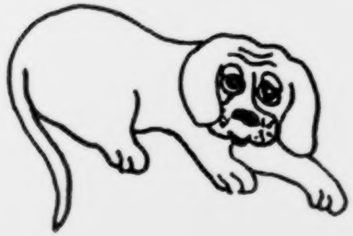
fan



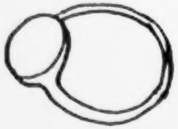
gate



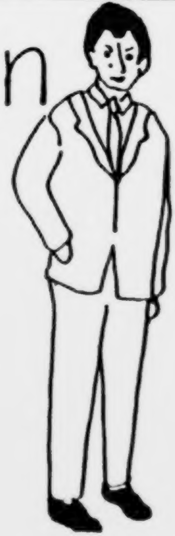
dog



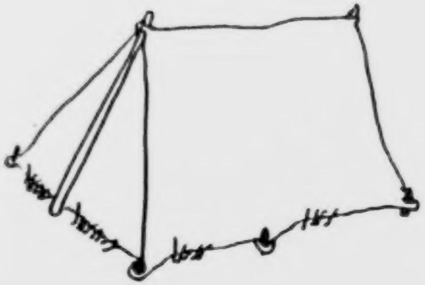
ring



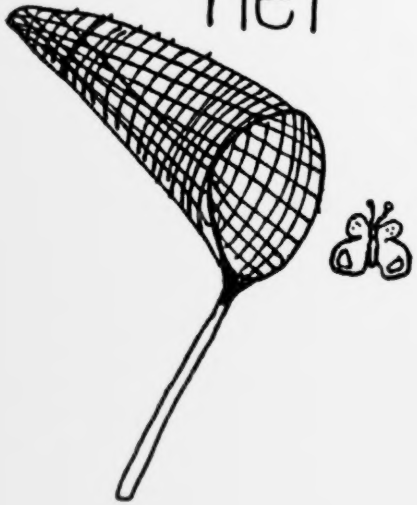
man

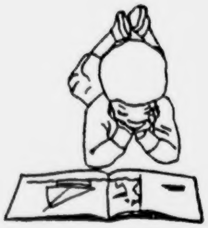


tent



net





READING TALENT ACTIVITY
Let's Go Shopping

MATERIALS:

- Chalkboard and chalk.

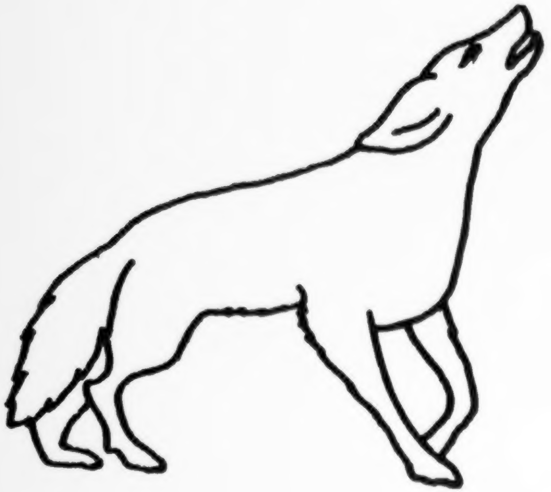
- Picture cards of a balloon, markers, fish, marbles, scissors, fox, book, and sandwich (provided at the end of this activity).

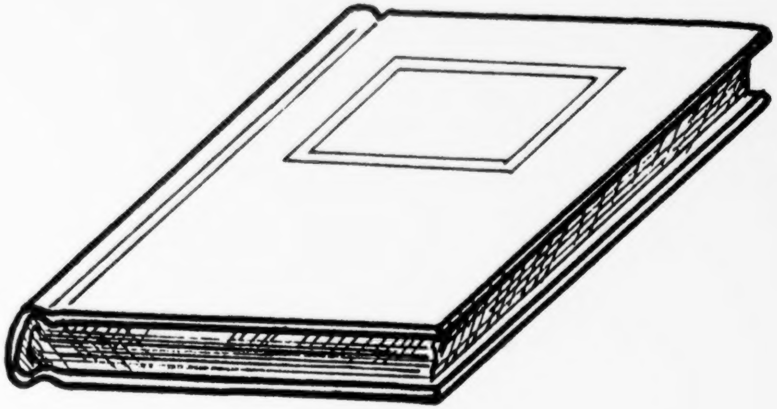
STEPS:	ASSESSMENT QUESTIONS:	
1. Talk with the children about going shopping. Ask, *What kind of store is the most fun to go to?* Have the children talk about what kind of store they like. Encourage the children to give reasons for their choice.	Can the child tell about a favorite kind of store?	SPEAKING CLEARLY
2. Say, *Let's pretend we're going shopping. We're going to a very large store which has everything! The only trouble is, I've lost my list! I know some of the things started with "b", but the only one I remember is "bed"--b-b-b-bed.* (Pronounce the word very carefully). Write the word on the chalkboard. *What are some other things that start with "b"?* Write any "b" words the children can think of on the board. *Another thing on my list started with "m". What are some things I could buy that start with a m-m-m sound? All I can think of is "monkey".* Write the "m" words the children think of on the board. When they have finished say, *Thank you for helping me with my shopping list.*	Can the child think of words which begin with a specific sound?	LISTENING PHONETICALLY
3. Take out the picture cards. Write the letters "B", "F", "S", and "M" on the board. Now say, *Let's pretend to go to another store. I have pictures of the things I'd like to buy, but I need your help to find them. This store is organized by letters so I have to figure out what letters each of these things start with.* *The first thing I need to find is a balloon.* Show the children the picture card of a balloon. *Who can go to the chalkboard and find the letter which "balloon" starts with? B-b-b-balloon. Good!*	Can the child match a picture with the beginning sound?	DECODING

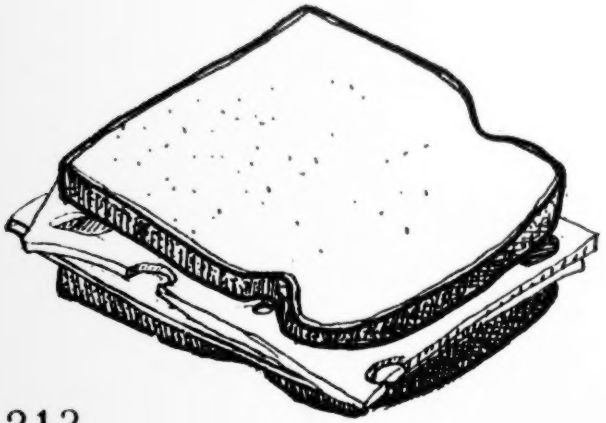
Continue in this manner until all the pictures have been matched with the correct beginning letter.

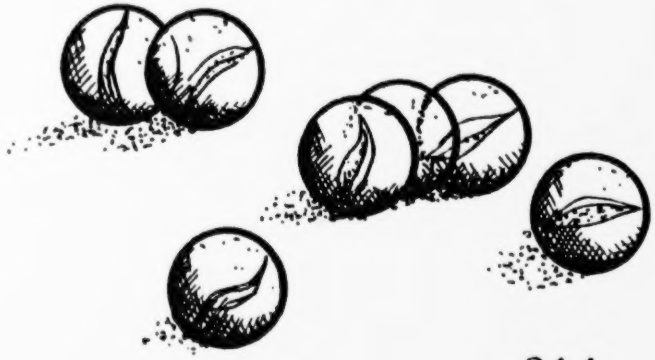
4. Tell the children, *Pretend that a new store is going to open soon. The manager will be able to organize it any way he wants to but he isn't sure how to do it.* Lay out the picture cards where all the children can see them. *The first things he has to decide to put in place are the things in these pictures. Who has an idea how he should organize them? Which things should he put together?* (The children might decide to organize the items by the beginning or ending sound, by categories such as food, animals, toys, etc.).

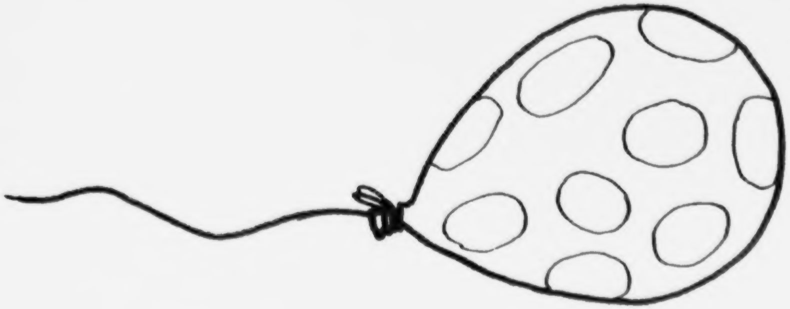
Can the child contribute ideas for ways to organize a store?

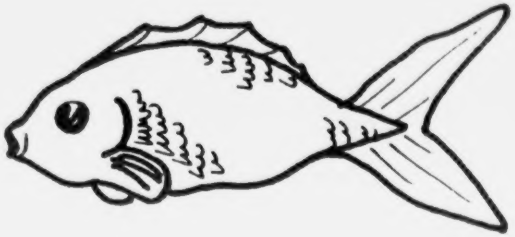


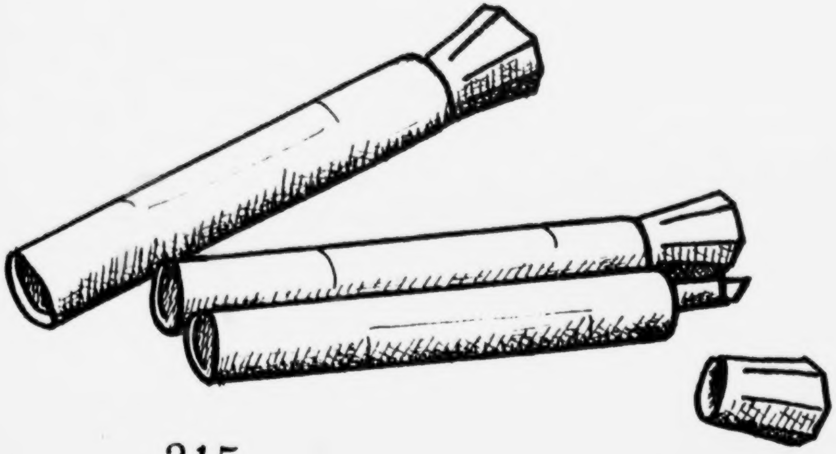


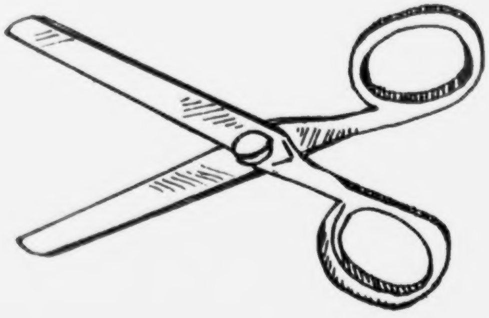


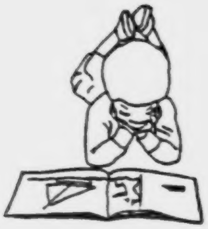












READING TALENT ACTIVITY
What's In a Story?

MATERIALS:

- Chalkboard and chalk.

STEPS:

1. The children will listen to a story. In the story will be some rhyming words which the children will help supply. Tell the following story:

Once upon a time there was a small rabbit named Hoppy who wanted a new hat. He went from store to store looking for a hat but none of them would fit over his ears. Finally, as he was walking sadly down the street, he saw a tiger, wearing a brand new hat! Hoppy said, "Wait, Mr. Tiger! You look so handsome! Please tell me where you got your hat."

The tiger looked at the small rabbit and said, "What did you say? You want . . .
A little animal who runs like that?
It has a long tail and is called a r__(rat)."

Have the children think of a word that starts with "r" and rhymes with "that". Then continue with the story . . .

"No," said Hoppy, "I want to know where to buy a hat." This time he tried to speak very clearly since the old tiger did not seem to hear very well.

"Oh," said the tiger, "You want . . .
A little animal all soft and fat,
You want to know where you can buy a c__" (cat).

Have the children think of the answer to the rhyming riddle--a word which starts with "c" and rhymes with "fat".

"No," shouted Hoppy. "I don't want a cat and I don't want a rat. I told you and told you, I just want a hat!"

"Oh," said the tiger, "You don't have to shout. Just go down this street to the store called O'Bout's."

ASSESSMENT QUESTIONS:

Can the child state words that rhyme?

READING TALENT ACTIVITY--What's In a Story?

Hoppy thanked the tiger and went on his way. He bought a hat at the store which still fits today!

2. Explain to the children that stories usually have a main character or person, a beginning, a problem, and a solution to the problem. Review the story about Hoppy, the Rabbit. Then ask questions such as, *How did the story begin? Who was the main character? What was his problem? How did he solve his problem?*

Is the child able to answer questions about the structure of the story?

UNDERSTANDING IDEAS

3. Have the children think about the ending of the story. Ask them to think of other ways the story might end. To get the children started, you might ask, *How might the story end if the tiger didn't ever understand Hoppy?*

Can the child make up a new ending to the story?

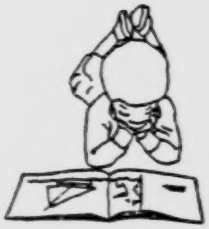
SPEAKING CLEARLY

4. Tell the children that you are going to write three words on the board which were used in the story. Write in a list: hat, rat, cat.

   Choose one of the words and write it to the side of the list. Have a child come to the board. Point to the word written at the side, then tell the child, *Find the word that looks just like this one.* After the child matches the words, erase that word and write another one on the board. Continue the same way until each child has had at least one turn.

Can the child match identical words?

DECODING



READING TALENT ACTIVITIES
Rhyming Riddles

MATERIALS:

- Chalkboard and chalk.
- Pictures of an umbrella, cat, sun, dog, chair, ice cream cone (provided at the end of this activity).

STEPS:

ASSESSMENT QUESTIONS:

LISTENING PHONETICALLY

1. Have the children answer rhyming riddles. Say, *I'm going to ask you to use some rhyming words to solve some riddles. Remember what rhyming words are?... Words that sound alike. The words in the riddle will give you some clues about what the answer should be. Remember, the word you give me should rhyme with words in the riddle. Now listen carefully to the first one.*

Can the child give an answer that rhymes?

A. *Hear it tick, hear it tock.*
The mouse ran up it.
Hickory, dickory dock!

We call it a _____. (clock)
What's the answer to the riddle?
That's right, clock. What are the rhyming words? (tock, dock, clock)

Continue with the following riddles asking the children to pick out the words that rhyme.

B. *I have a toy.*
My name is Roy.
I jump with joy.
I am a ___. (boy)

C. *I like to eat rats.*
They make me get fat.
I'm not a big bat.
I'm really a ___. (cat)

UNDERSTANDING IDEAS

2. Tell the children that you are going to read two more longer riddles. This time have them see if they can figure out what the riddles are about.

Can the child answer questions about the riddle?

A. *Tall ears,*
Twinkly nose,
Tiny tail,
And--hop, he goes!

What is he--
Can you guess?
I feed him carrots
And watercress.

His ears are long,
His tail is small--
And he doesn't make any
Noise at all!

Tall ears,
Twinkly nose,
Tiny tail,
And--hop, he goes!

Marie Louise Allen,
Harper & Brothers,
New York, 1939.

B. *I come more softly than a bird,*
And lovely as a flower;
I sometimes last from year to year
And sometimes but an hour.

I stop the swiftest railroad train
Or break the stoutest tree.
And yet I am afraid of fire
And children play with me (snow)

Mary Austin,
Houghton Mifflin Co.

If the children have trouble figuring out what the riddle is about, ask them questions like, *What to do children play with outside in the winter? What melts in a fire?*

3. Tell the children that they can make up riddles themselves. Explain that you want them to make up a riddle to go with some pictures. Give each child a picture (from the ones provided at the end of the activity). Tell him or her not to let anyone else see it. Then have the children take turns making up a riddle about the object and letting the others try to guess it. For example, you might demonstrate the first one by taking the picture of a chair and saying, *What has legs but never walks?* After the children have guessed, show them the picture.

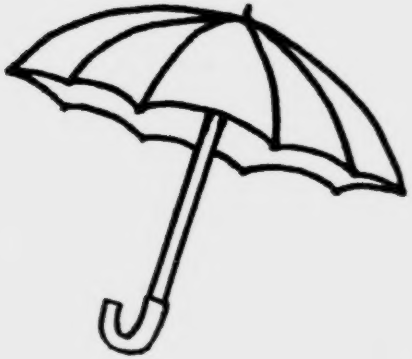
Can the child look at a picture and then make up a riddle about the object it represents?

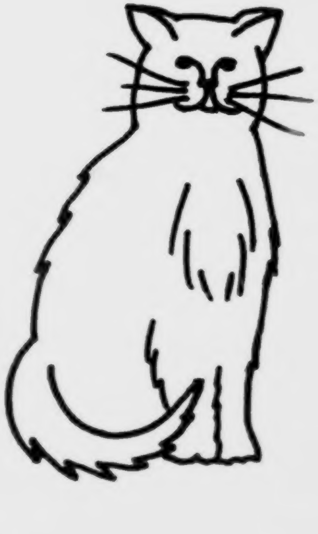
4. Read the following riddle to the children:

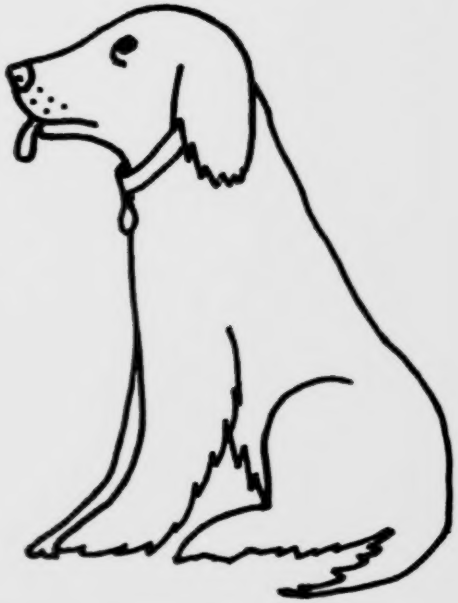
When I'm out the days are bright
They're filled with sparkley, shiney light.
When I shine children have fun.
Of course you know, I'm called the ___. (sun)

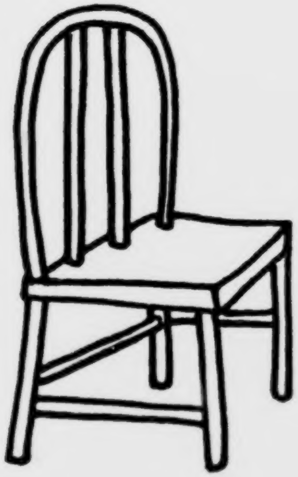
Write the last word of each line on the board including sun. Tell the children that rhyming words not only sound alike, they often look very similar. Ask them if they can tell which of the words look like rhyming words. Do they end with the same letter?

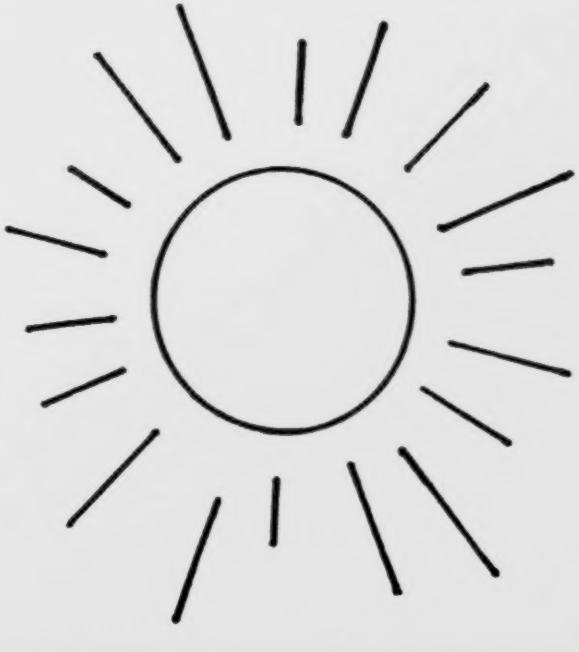
Can the child tell which words rhyme by the way they look?

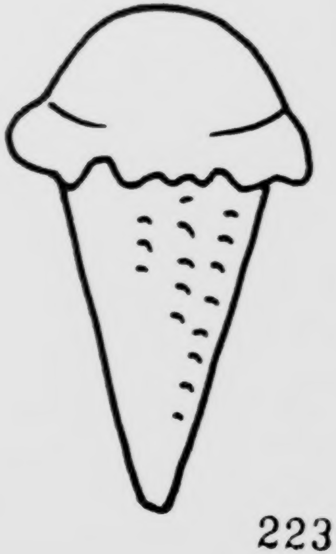












BOHST

MATH TALENT

MATH TALENT ACTIVITIES

Page
INTRODUCTION 159

INITIAL ACTIVITIES

Birthday Chart 161
Measure Up 163
People Patterns 165

CONTINUING ACTIVITIES

Special Order 167
Equal Groups 169
And They're Off 171
One More, One Less 173
It's About Time 177
Stone Wizard 179
Fair Shares 181

Introduction

MATH TALENT

The activities in this section are designed for the children you have identified as having math talent. These children have particular characteristics that will make the lessons challenging and fun for them; namely, their ability to deal with and to understand numbers, quantities, and shapes.

The activities are broken into four skill areas that are essential to the development of math talent, allowing you to examine the child's performance while you are teaching each activity. Naturally, a talented child is going to earn glowing marks in some of these skill areas, probably the ones that caused you to pick him or her from all the rest as having math talent. On the other hand, even a talented child will struggle or be less interested in other skill areas, perhaps needing some extra help or encouragement in these areas.

By using the first three lessons as your initial assessment, you can get a pretty good idea of which skill areas are strong and which areas are weak. You can then devise a plan (either at the TEP meeting or on your own) of ways to modify both the activities and your daily teaching to give the child the best dose of talent programming. The remaining seven lessons are also organized this way, so you can keep an eye on how the child is doing in these four areas as you teach the activities.

The four skill areas for math talent should come as no surprise since they are closely related to the characteristics you used to identify the children. Each of these areas is described in brief below.

Knowing numbers - the ability to remember and understand numbers, quantities, and shapes; having basic arithmetic skills.

Seeing connections - the ability to recognize, duplicate, and extend patterns; the ability to see relationships by comparing, sorting, classifying, graphing, and sequencing numbers at the concrete and abstract levels.

Abstraction - the ability to identify and understand the underlying concept of a problem.

Using math - the ability to apply learned processes to solve new problems; knowing which concepts to use in new situations.

By developing these four skill areas you'll help to strengthen children's talent in math. Children with math ability can become effective problem solvers by learning to tackle problems in a logical, step-by-step fashion. The following activities show children how their math skills can be applied and be of real use many times throughout a day.

MATH TALENT ACTIVITY
Birthday Chart

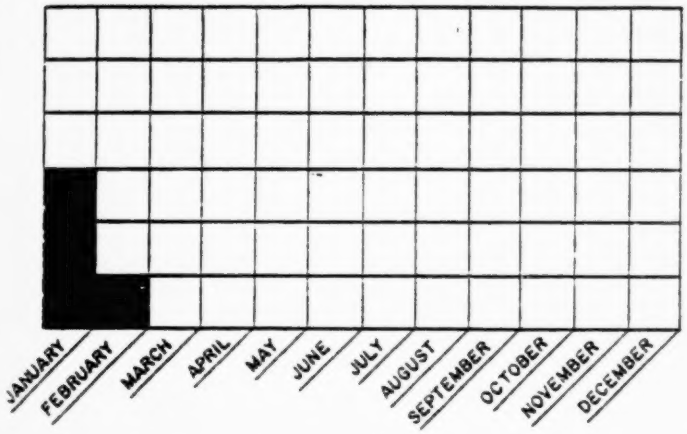
MATERIALS:

- Twelve different colored crayons.

- Masking tape.

- A list of children's birthdays in the entire class.

- Chart (provided at end of the activity), laminated so that it can be reused or photocopied twice. Prior to the lesson, fill out the chart to show the number of children's birthdays in each month. Each vertical column of squares has the name of a different month under it. For each birthday in that month, a square should be colored. Use a different color for each month.



For example, the above chart indicates that three children have January birthdays and one birthday in February. The remaining birthdays would be filled in above the appropriate months.

STEPS:

1. Tape the completed birthday chart to the wall at the children's eye-level. Direct the children's attention to the birthday chart saying, *I have colored in a square for each child's birthday according to the month he or she was born in. If you were born in January* (point to January), *I colored one square for you in the column that stands for January. If there are 3 colored squares above a month, how many children have birthdays in that month?* Let the children respond. *Right, three.* Point to each of the other columns in order, saying as you do, *This is February's birthdays, this is March's, etc.* Be sure the

ASSESSMENT QUESTIONS:

Can the child name the correct number of birthdays in a given month?

KNOWING NUMBERS

children understand that the chart contains information on birthdays for the entire class and not just the small group you are working with. Call on a child to locate the June column, helping if necessary. Now ask, *How many children have birthdays in June?* The correct answer is, of course, the number of squares colored in that column. Repeat for each month.

2. *Now let's look at our birthday chart again.* Call on different children to answer questions such as the following.
   - *Which month has the most birthdays?*
   - *Which month has the least birthdays?*
   - *Do any months have the same number of birthdays?*
   - *Are there fewer birthdays in May or in June?*
   - *Are there more birthdays in January or in August?*
   - *How many birthdays are in November and December combined?*

Can the child compare birthday information as shown on the chart?

SEEING CONNECTIONS

3. Tell the children, *We have X children in our class. If we count every colored square, how many squares would we count?* You might call on a child to come up to the chart and do this. *What if two children moved and they went to a different school, how many colored squares would we have? What if a new girl came to our class; how many colored squares would we have?*

Can the child relate the total number of colored squares to the total number of children in the class?

ABSTRACTION

4. Erase the laminated chart or take out a blank chart and say, *Now we have a new chart. We used the old one to show birthdays. What can we show on the new chart?* If the children need help getting started, suggest simple ideas such as the holidays in each month or the hair color of children in the class. The number of columns filled out will, of course, depend on the number of categories used.

Can the child correctly fill in a similar chart with little or no teacher assistance?

USING MATH

JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER

MATH TALENT ACTIVITY
Measure Up

MATERIALS:

- Items which can be used as nonstandard units for measurement such as spoons, blocks, pencils, books, etc.
- Chalkboard and chalk

HINT: Before the activity measure several things in the room using the nonstandard units of measurement in order to know their length.

STEPS:	ASSESSMENT QUESTIONS:
1. Start this activity by brainstorming with the children. Say, *Pretend that we have to measure this bookcase to see how long it is. What do people usually use when they measure the length of things?* Discuss rulers, yardsticks, etc. *But what if we didn't have any of those things! What else could we use to measure the bookcase?* Record all ideas on the chalkboard. Choose one of the items suggested by the children and demonstrate how to measure the bookcase. Have the children count aloud as you measure. Say, *How smart you all are!* *Now I want you all to find something that is X pencils long or X blocks high.* (You will have to know the exact size of several objects in your room. For example, perhaps your wastebasket is ten blocks high, perhaps a book is one pencil long, or perhaps a chair is eight crayons high.)	Does the child show an understanding of numbers by measuring?
2. Have the children gather around a table. Ask, *Do you think it would take more pencil lengths or more key lengths to measure this table? Why do you think so? Let's measure and find out.*	Is the child able to predict that it will take more smaller items than large ones to measure the same length?

KNOWING NUMBERS

ABSTRACTION

MATH TALENT ACTIVITY--Measure Up

Let's think about measuring it with something else. Do you think it would take more spoon lengths or more chalk lengths to measure the table? Why do you think so? Let's measure and find out.

3. Ask, *Why do you think some things are better to measure with than other things? Why are pencils, spoons, blocks, and keys good measuring units?* (Allow discussion).

   Would it be easy to measure with rubber bands, balls, live worms, ice cubes, or cooked spaghetti? Why? (Allow discussion).

   In order to be a good unit of measure, an object has to be solid, stay the same size, and lay out flat. What are some other things that would be easy to measure with? What are some things that would be really hard to measure with?

Does the child show understanding of units of measurement by giving examples?

4. Have the children measure several things using both standard and nonstandard units of measure.
   Examples:
   a. *Let's pretend that we are going to make a kite. Cut a piece of paper six inches long.*
   b. *Please cut this banana into thumb-size pieces for snack.*
   c. *Pretend that we are going to make a garden. Measure a spot eight trucks long for our garden.*

Can the child measure correctly using a variety of tools?

MATH TALENT ACTIVITY
People Patterns

MATERIALS:

- Ten chairs.

HINT: You will need ten children to complete this activity.

STEPS:

1. Set up 10 chairs in a row at the front of your group area. Tell the children you're going to play a game using patterns. Ask, *What is a pattern?* Pause for answers. Then define, *A pattern is an arrangement of something which is repeated over and over. In this game we're going to make patterns with people. I'm going to start a pattern, but I won't tell you what it is. You try to figure out what the pattern is and then I'll ask you to continue it.*

Start with a simple pattern by asking a girl to come up and sit in the first chair. Then ask a boy to sit in the chair next to her. Then use a girl and then, another boy. *I've started a pattern here. If you think you know what it is and can continue it, raise your hand.* Call on individuals to come up to continue the "girl-boy-girl-boy" pattern by adding one more person each time. Whenever a child is added, ask the class if the pattern is correct. Continue until all the chairs are filled. When the children have finished extending the pattern, ask them to tell you what the pattern is.

Continue the same process making new patterns. Examples are:

- stand, sit, stand, sit
- facing forward, facing backward
- arm up, arm down
- stand, stand, sit
- person, empty chair, person, empty chair

Each time start the pattern with four or five people, then ask the children to continue it.

ASSESSMENT QUESTIONS:

Can the child identify a pattern and continue it?

2. Take away four of the chairs. Say, *How many people could I use in my pattern if I had this many chairs?* Pause for answers. Next add two chairs and ask, *How many people could be in the pattern now?* Pause for answers. Put all the chairs back and ask again.

   Can the child correctly identify the number of chairs in a set?

3. Ask the children to think up their own people patterns. Have them come up to the front and begin their pattern by arranging the first four or five people. Again, see if the group can guess what the pattern is and continue the pattern.

   Does the child show understanding of patterning by creating new people patterns?

4. Now tell the children that you are going to use them to make some other patterns, but that the new patterns will be even harder to see. Explain that they will need to look very closely to find these new patterns. Use the appropriate children and arrange a new pattern dependent upon hair color. For example, brown hair, blond hair, brown hair, blond hair, etc. Ask the children to pick out this new pattern.

   Can the child identify a less obvious pattern?

   Other examples: different color or type of shoes; long hair, short hair; pants, skirts.

FOLLOW-UP SUGGESTIONS:

- Ask the children to make patterns out of other materials.

  Suggested materials:
  - different shaped blocks
  - multi-colored beads
  - multi-colored pegs

MATH TALENT ACTIVITY
Special Order

MATERIALS:

- Clothes hanger.
- Twelve springed clothespins with a numeral from 1-12 written on each.
- A variety of everyday classroom items, available in their usual places.
- Two dice.

HINT: You can increase or decrease the difficulty of this activity to match your children's skills by either using higher numbers (13-24 with 3-4 dice) or lower numbers (1-6 with 1 die).

	STEPS:	ASSESSMENT QUESTIONS:	
1.	Show the children the dice and say, *We are going to take turns throwing the dice and naming the "number" on the dice.* Choose one child to begin. Encourage the children to recognize the number thrown without counting the dots each time. After the number is identified, ask the child to find the clothespin with the matching numeral on it.	Can the child match numerals on the clothespins with the numbers represented by the dots?	SEEING CONNECTIONS
2.	Now ask the children to think about what they've been doing. Explain, *You've been matching dots on the dice to the correct number on the clothespin. What if I told you I have 5 things in a bag, but didn't tell you what the things were. Which numeral on the clothespin would it match?* Pause for responses. Then ask, *What if I said I had 7 rocks in my drawer? Which numeral on the clothespin would that match? What if I said there were 6 books on a shelf? What numberal would it match? What if I said there were 3 clouds in the sky? Which numeral would show how many clouds there were?* Help the children conclude that a numeral stands for a certain number of things, regardless of what those things are.	Does the child show understanding that any set of objects can be represented by a matching numeral?	ABSTRACTION

MATH TALENT ACTIVITY--Special Order

3. Next, have the children take turns randomly selecting a clothespin, identifying the numeral shown on it, and placing that clothespin on the hanger. Tell the children, *The numbers need to be in order beginning with 1 and ending with 12.* After the first pin is on, assist the children by asking questions such as, *Does 3 come before or after 7? Does it come before or after two?*

Can the child put numbers in their proper sequence?

4. Conclude the activity by asking each child to choose one of the clothespins. After they have done this, ask them to look around the room and collect the same number of objects as their clothespin represents, and then bring the objects back to the activity area. Help the children only if necessary. Remember that a child should select all of the same objects for a set, i.e., all crayons or all blocks.

Can the child find a set of objects to match the number?

FOLLOW-UP SUGGESTIONS:

- Use other ideas to give the children additional opportunities to sequence numbers.

    - arrange numbers on a calendar
    - put playing cards in order

MATH TALENT ACTIVITY
Equal Groups

MATERIALS:

- A small box containing twenty beans, buttons, seeds, shells, beads, or other small objects.

STEPS:	ASSESSMENT QUESTIONS:
1. Introduce the activity by telling the following story: *I'm going to tell you about a girl named Jackie. Jackie was very excited because she was hired for her first job. She would be working at a store.* *When she got to the store on her first day of work, her boss said, 'Jackie, I have an important job for you to do. I want you to take this box of beans and organize them into groups for the customers. Put them into small groups which are the same size.'* *Jackie looked at the beans and thought, 'I know just how to group them.' This is what she did. She sorted the beans into four groups. In each group she put five beans.* Demonstrate how Jackie grouped the beans. Then ask the children, *How are the groups the same?* The answer should be that each group contains five beans, or the same number of beans.	Can the child correctly compare groups that are equal?
2. Ask the children to tell you how many groups Jackie made, how many beans there were in each group, and how many beans there were in all. Encourage the children to verify any "guesses" by actually counting the beans. Then tell the children that Jackie decided to try putting the beans into different groups. Demonstrate by dividing the beans into five groups. Repeat the following questions: - How many groups of beans are there? - How many beans are there in each group? - How many beans are there in all?	Can the child accurately count the number of beans and the number of groups?

SEEING CONNECTIONS

KNOWING NUMBERS

MATH TALENT ACTIVITY--Equal Groups

Then, divide the beans into ten groups and repeat the above questions. Finally, divide the beans into two groups and repeat the above questions.

3. Now ask the children, *How many beans did Jackie use altogether?* (Pause for answer). *If she made two groups with ten beans in each group, how many beans were there in all?* (Pause for answer). *What if she made four groups, with five in each group?* (Pause for answer). Then ask, *When Jackie changed the groups, did the total number of beans stay the same or change?*

   Can the child identify the total number of beans as staying the same, regardless of the number of groups (or number of beans in each group)?

4. Set four beans aside and ask the children to think of ways to group the remaining sixteen beans. Remind the children that each time the beans are regrouped, the individual groups should contain the same number of beans.

   Can the child divide a given number of objects into equal groups in at least two different ways?

MATH TALENT ACTIVITY
And They're Off!

MATERIALS:

- A yardstick or tape measure. Prior to the lesson put a piece of tape across the numbers 20 on the yardstick or tape measure to represent the finish line.

- Two dice.

- Game markers such as plastic "little people" (a different one for each child).

- Masking tape.

STEPS:	ASSESSMENT QUESTIONS:	
1. Introduce the children to the activity by saying, *We are going to use this yardstick as a race track. Each of you may select a person to be in the race.* Allow each child to choose a marker. Then say, *Put your person here, on the starting line.* Point to the lowest end of the yardstick. *You will move your person up the yardstick counting each number after you roll the die, until you reach the finish line here.* Point to the number 20. Then have each child, one at a time, roll one die and identify the number of dots. The child should move that number of spaces along the number line.	Can the child identify and count the numbers on the yardstick and on the die?	KNOWING NUMBERS
2. After the children have each had one turn, ask them to try to mentally add the number just thrown on the die to the number that the marker is already on, in order to determine the new location of their marker. For example, if a child is on three and rolls a four, he or she should say, "three and four equal seven." The child can then check the addition by moving ahead four spaces counting 1-2-3-4, and seeing that the new location is, indeed, seven.	Can the child mentally add two numbers?	SEEING CONNECTIONS
3. Allow all the children in the group to reach the finish line, praising each one. Then say, *All of you reached the finish line at the number 20. What did you have to do to reach the finish? Could you reach it after you threw the die just one time?* Help the children to see that they had to throw several smaller numbers that finally totaled 20.	Does the child understand that a number can be the sum of several smaller numbers?	ABSTRACTION

4. Have the children play the game again. This time use two dice. Extend the finish line to a higher number such as the end of the yardstick or 36.

Can the child add numbers to a total of 36?

FOLLOW-UP SUGGESTIONS:

- Let the children play the game again, this time using a deck of playing cards (with the kings, queens, and jacks removed) in place of the die or dice.

MATH TALENT ACTIVITY
One More, One Less

MATERIALS:

- Flannel Board

- Ten bears and a wide chair (provided at end of the lesson). Prior to the lesson, prepare the bears and chair by attaching (gluing) felt pieces to the backside of each bear and the chair. Then, on the flannel board, arrange 3 bears sitting on the chair.

STEPS:	ASSESSMENT QUESTIONS:
1. Gather the children around and tell them that they are going to learn a new song. Teach the children the following song to the tune of "Roll Over:" *There were (3) in the chair* *Called the little brown bear,* *"Move over, move over".* *So they all moved over and one got in.* At the end of the song, add another bear in the chair on the flannel board. Ask the children, *Now how many bears are in the chair?* Allow the children to actually count the bears, if necessary. Repeat this song one or two more times. Add only one bear at a time. Then change the song as follows: *There were (5) in the chair* *Called the little brown bear,* *"Move over, move over,* *So they all moved over and one fell out.* Again, allow the children to count the bears to get the new number.	Can the child identify the number of bears?
2. Tell the children, *Now you'll have to listen very carefully. I'm going to hold the flannel board so that you can't see it while I'm singing. Sometimes a bear will get in and sometimes a bear will get out. You'll have to tell me how many bears are in the chair without looking.*	Can the child add or subtract mentally?

KNOWING NUMBERS

SEEING CONNECTIONS

MATH TALENT ACTIVITY--One more, One Less

Holding the flannel board away from the group, sing one of the versions of the song. Then call on a child to tell you how many bears are in the chair. After the child has given a number, turn the flannel board around so that the children can check the answer. Alternate adding or subtracting but remember to increase or decrease the number of bears by only one each time.

3. Now say to the children, *How can you tell, without counting, how many bears will be sitting on the chair?* Use the following questions to explain that adding one to a number is the same as saying the next number in sequence or that subtracting one from a number is the same as saying the preceding number. *What number comes after 5? Yes, 6! If there are 5 bears, and I add one, how many bears will there be? Yes, 6! What number comes after 8? What if there are 8 bears, and I add one?* Repeat for the subtraction process, e.g. *What number comes before 5?*

Does the child show an understanding of number relationships by mentally adding and subtracting one from a number?

4. Conclude the activity by telling the children, *I'm going to sing our bear song a few more times. We won't be using the flannel board at all now, and some of these numbers might be pretty big. Listen carefully!* Sing about much larger numbers of bears going up to 100. If a child seems confused, give clues by saying, *What number comes after (53)? So if there were (53) bears, and one more got in, how many bears would there be?*

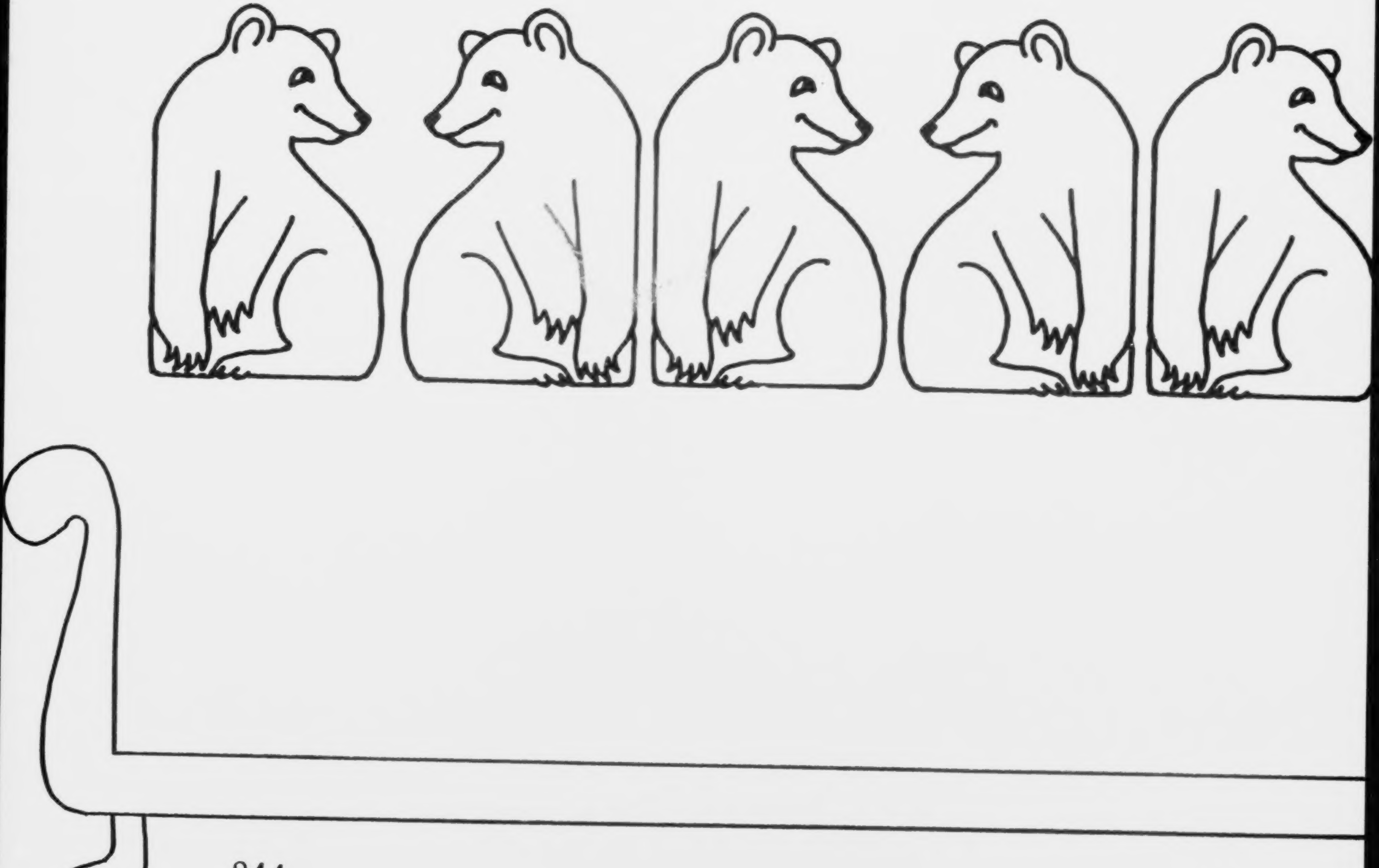
Can the child add or subtract one from larger numbers?

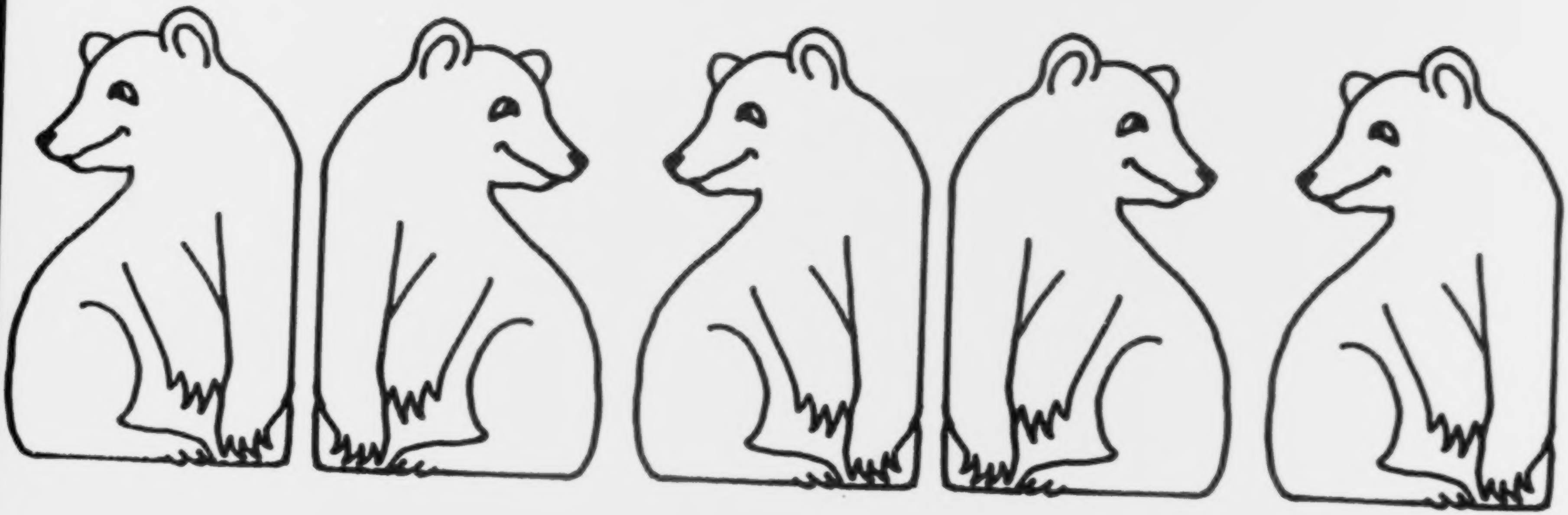
MATH TALENT ACTIVITY--One more, One Less

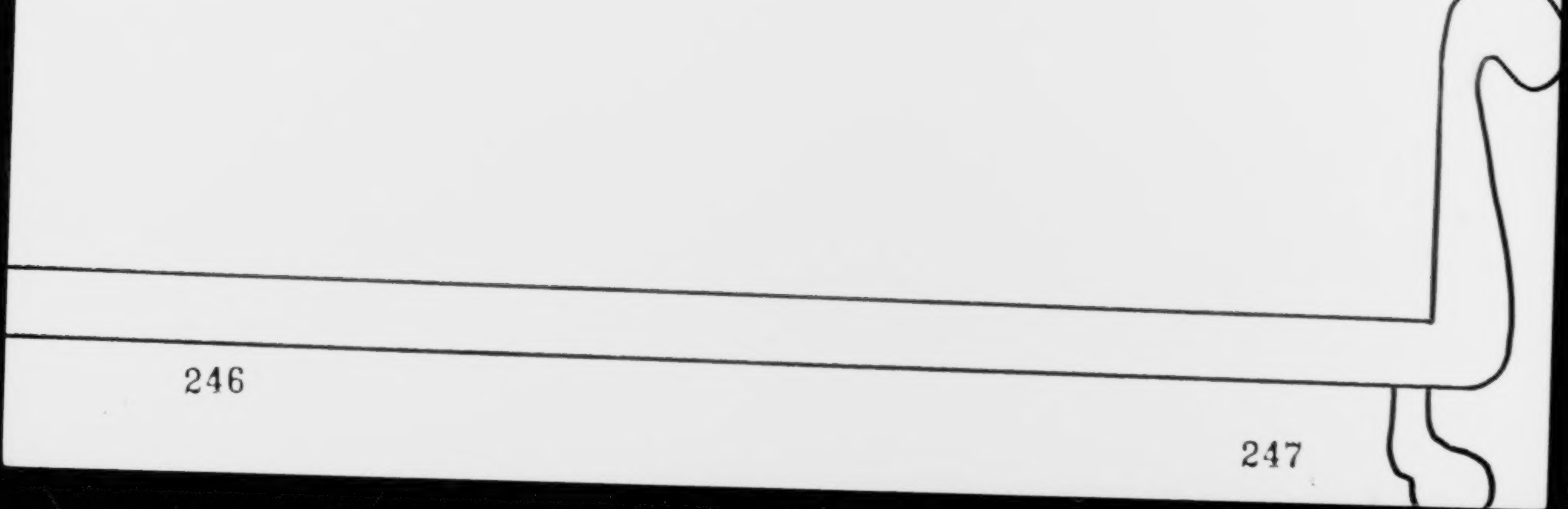
FOLLOW-UP IDEAS:

- Repeat the activity by adding or subtracting more than one bear at a time. For example,

> *There were (5) in the chair*
> *Called the little brown bear,*
> *"Move over, move over,"*
> *So they all moved over and two got in.*
> Reverse it, ... *and (2) fell out.*







MATH TALENT ACTIVITY
It's About Time

MATERIALS:

- Stop watch (or clock with second hand).
- Obstacle course (tape line to indicate starting line, chair to climb over, something to jump over, and tape finish line).
- Time chart (provided at the end of this activity).
- Marker
- Extra paper

HINT: This is a good activity for outdoors or indoors.

STEPS:	ASSESSMENT QUESTIONS:
1. Set up the obstacle course before the activity. Say, *Today we are going to see how long it takes us to go through an obstacle course.* (If this is a new experience for the children, discuss what an obstacle course is.) Show the time chart to the children. Explain, *We'll keep a record of each person's time on this chart. I will write down the times, but you will tell me what time to write down. You will each have a turn to be the timekeeper and to go through the obstacle course.* Demonstrate how to use the stop watch. As each child goes through the course, have another child time him or her. Record the times in the first column of the time chart.	Can the child correctly state the number of seconds?
2. Now have the children go through the obstacle course again. This time tell them to go backwards. Have the children time each other again. Record their times in the second column.	Can the child choose which number of seconds is a longer time?

Ask the children to sit around you. Say, *Let's look at the two numbers beside each child's name.* Review both the first and the second times of each child. *Did the second race take more or less time than the first?*

3. Now, go through the obstacle course yourself while one child times you. Record your time. Ask the children if they can predict how long it would take you to go through it backwards the way they did. Record the children's predictions. Go through the course backwards while a child times you. Compare the children's predictions with actual time.

Can the child predict a reasonable time by comparing the other numbers?

4. Give the children additional practice in timing the completion of other situations. Also give them additional practice in making predictions. In each situation record the children's predictions and then compare them with the actual time.

Can the child estimate a reasonable amount of time in other situations?

For example, children can predict the following:

a. How long will it take to clean up the room?
b. How long does it take for an ice cube to melt in the sun...in the shade...in a closed container?
c. How long will it take for a plant to get x inches tall?
d. How long will it take to put on your shoes?

ABSTRACTION

USING MATH

TIME CHART

NAME	1st TIME	2nd TIME

MATH TALENT ACTIVITY
Stone Wizard

MATERIALS:

- A paper bag.
- 20 or more small stones.

STEPS:	ASSESSMENT QUESTIONS:
1. Before the children gather around, place a few stones in the bag, taking notice of the exact number. Then gather the children around and say, *I am the Great Stone Wizard. I can make stones appear in my magic bag here. But before I show you the stones, you'll need to guess how many I have. I'll help you guess by giving you clues.* Call on children to guess the number of stones in your bag. Respond to their guesses by saying, *too high* or *too low*, until the correct number is guessed.	Does the child demonstrate an understanding of "more" or "less" by responding correctly to the clues?
2. When the correct number is guessed, take out the stones and ask a child to count them and to verify the guess. Repeat this guessing game one or two more times until the children are comfortable with it.	Does the child count the stones correctly?
3. Ask one of the children to be the Stone Wizard. Have that child select the stones and count them while the rest of the group puts their heads down. Instruct the new Stone Wizard to continue the game by responding with "too high" or "too low" to the group's guesses. Give each child at least one chance to be the Stone Wizard who puts the stones in the bag, counts them, and gives clues to the group. (Assist a child only if necessary).	Can the child correctly give clues to the rest of the group?

4. To conclude this activity, tell the children, *I'm going to think of a number and I want you to guess it. I'll give you clues like the Stone Wizard did but you'll have to listen very carefully because my clues will be a little different.* This time, after you have thought of a number, give such clues as, *I'm thinking of a number...*
   - *between 7 and 9.*
   - *between 23 and 25.*
   - *less than 30, but more than 28.*
   - *that is 2 more than 6.*
   - *that is 1 less than 4.*

Can the child correctly answer more difficult clues?

MATH TALENT ACTIVITY
Fair Shares

MATERIALS:

- Clay or play dough (enough for each child).
- Small paper plates (four for each child).
- Chalkboard and chalk.

STEPS:	ASSESSMENT QUESTIONS:	
1. *Let's pretend that you're bringing treats for a friend's birthday party. You want to be fair to everyone, so you want to be sure that every person at the party gets the same amount. Let's say that you decide to make cupcakes. Your recipe makes four cupcakes.* Give each child a lump of clay. Tell the children to divide the clay into four pieces of about the same size. When this is completed, ask them to count their lumps of clay.	Can the child correctly divide the lump of clay into four parts?	KNOWING NUMBERS
2. Now tell the children, *There will be four children at the party.* Give each child four plates. Each child will need to get the same number of cupcakes. *Using the "cupcakes" and plates, show me how you can share the cupcakes evenly among the four children.* Give the children time to divide their four "cupcakes" evenly among their four plates. *So how many cupcakes will each child get? That's right, one cupcake apiece.* Take back the paper plates but have the children keep their four lumps of clay.	Does the child demonstrate an understanding of one-to-one correspondence by putting a lump of clay on each plate?	SEEING CONNECTIONS
3. *Let's think about what we just did. What did we discover? We took four treats and divided them among four people. Each person got one treat. What if we had two treats, and shared them with two children... how many treats would each person get?* Pause for children to answer, demonstrating if necessary. *If we had 100 treats and 100 people, the number of treats is the same as the number of people, so how many treats would each person get?* Pause for an answer. *So what happens when we have the same number of treats as we have people? Yes, each person gets one treat.*	Can the child apply the one-to-one concept by stating correctly how many treats each person will get?	ABSTRACTION

MATH TALENT ACTIVITY--Fair Shares

4. Tell the children to consider the snack for that day. For example, say, *There are (20) of you and I have (20) paper cups. How many paper cups will each of you get?* Pause for the answer. *How many napkins will I need to set out so that each child gets one?* Pause. *I have (20) crackers. How many will each of you get?*

Can the child correctly name how many items each child will get?

FOLLOW-UP SUGGESTIONS:

- Ask the children to consider other simple everyday division problems that follow the same one-to-one concept. Use the following ideas:

  A. How many paint brushes, scissors, or markers will each child get if there are the same number of items as children?

  B. How many chairs, mats, or pillows will be needed to do a certain activity for a group of (x) children if each child got one?

BOHST

SCIENCE TALENT

SCIENCE TALENT ACTIVITIES

Page
INTRODUCTION 185

INITIAL ACTIVITIES

Beat It! 187
Eye-Level with a Worm 189
Rocks, Water, and Air 191

CONTINUING ACTIVITIES

Soil Explorers 195
Shipwrecked 197
Things That Shrink 199
Raindrops 201
Zella's Zoo 203
A Little of This and A Little of That 205
Mystery Hole 207

Introduction

SCIENCE TALENT

The activities in this section are designed for the children you have identified as having science talent. These children have particular characteristics that will make the lessons challenging and fun for them; namely, a sharp interest and awareness in the physical world.

The activities are broken into four skill areas that are essential to the development of science talent, allowing you to examine the child's performance while you are teaching each activity. Naturally, a talented child is going to earn glowing marks in some of these skill areas, probably the ones that caused you to pick him or her from all the rest as having talent in science. On the other hand, even a talented child will struggle or be less interested in other skill areas, perhaps needing some extra help or encouragement in these areas.

By using the first three lessons as your initial assessment, you can get a pretty good idea of which skill areas are strong and which areas are weak. You can then devise a plan (either at the TEP meeting or on your own) of ways to modify both the activities and your daily teaching to give the child the best dose of talent programming. The remaining seven lessons are also organized this way, so you can keep an eye on how the child is doing in these four areas as you teach the activities.

The four skill areas for science talent should come as no surprise since they are closely related to the characteristics you used to identify the children. Each of these areas is described in brief below.

Organizing - matching, sorting, grouping, or ordering objects and/or information.

Remembering - recalling information related to an area of science, the desire to learn and remember new information.

Observing - seeing and identifying attributes, differences, and similarities of objects or events.

Problem-solving - figuring out answers by observing, asking questions, making hypotheses and/or experimenting.

The following activities will give children some ways to strengthen their science talent. By encouraging children to notice things, ask questions, and gather information, you help them learn to find answers to questions both inside and outside the world of science.

SCIENCE TALENT ACTIVITY
Beat It!

MATERIALS:

- Diagram of a heart (provided at end of activity).
- Chalkboard and chalk.

STEPS:	**ASSESSMENT QUESTIONS:**	
1. Introduce this activity by telling the children this story. *One day a little boy named Mark met a kangaroo. The kangaroo said, 'Come for a jump with me.' 'Ok,' said Mark. Mark tried to jump along with the kangaroo, but he soon became very tired. Mark could feel a thumping in his chest--right here.* (Place your hand over your heart on the left side of your chest and have the children follow your example). *Then Mark said, 'I'm sorry, Mr. Kangaroo, but I have to stop. See you later.'* *Mark laid down on the grass to rest. Before long the thumping in his chest had stopped.* Ask the children what they think the thumping was.	Can the child show where the heart is located and tell what it is?	REMEMBERING
2. Show the children the diagram of the heart. Tell them that it is a muscle which pumps blood through the body by tightening and relaxing, tightening and relaxing. Have the children make a fist of their hand, tighten and relax. Say, *You are making your fist work the way your heart works.* *When the heart tightens and relaxes, it makes the blood swoosh through our bodies. One place we can feel the blood moving is in our wrists. This throbbing or moving blood is called our pulse.* (Have the children find their pulse by placing the fingers of their right hand around and under their left wrist, resting them gently on the underside of their wrist).	Is the child able to compare the difference in a heartbeat during the rest and after exertion?	OBSERVING

SCIENCE TALENT ACTIVITY--Beat It!

Since the children have been sitting during this discussion, they should feel a steady, slow beat.

Now tell everyone to stand up. Have them jump in place twenty times while you count. Have them find their pulse again. Ask, *How does your pulse feel now?* Discuss any differences the children notice. They should be able to feel a stronger, faster throbbing.

Have the children lie quietly on the floor as you count to fifty. Say, *Now feel your pulse again. Tell me about how it feels.* Encourage the children to talk about how it is different from when they felt it after jumping.

Try doing some other things and having the children check their pulse after each one. Some examples of things to do are as follows:

- running in place
- sitting cross-legged on the floor and breathing deeply
- skipping around the room

3. Go to the chalkboard. Make two columns. Title one "Fast" and the other "Slow". Say, *Help me put the things we just did in the right place. What made your heart beat very fast?* List all the answers under the appropriate column. *Good! Now what made your heart beat slowly?* List all of these answers under the other column.

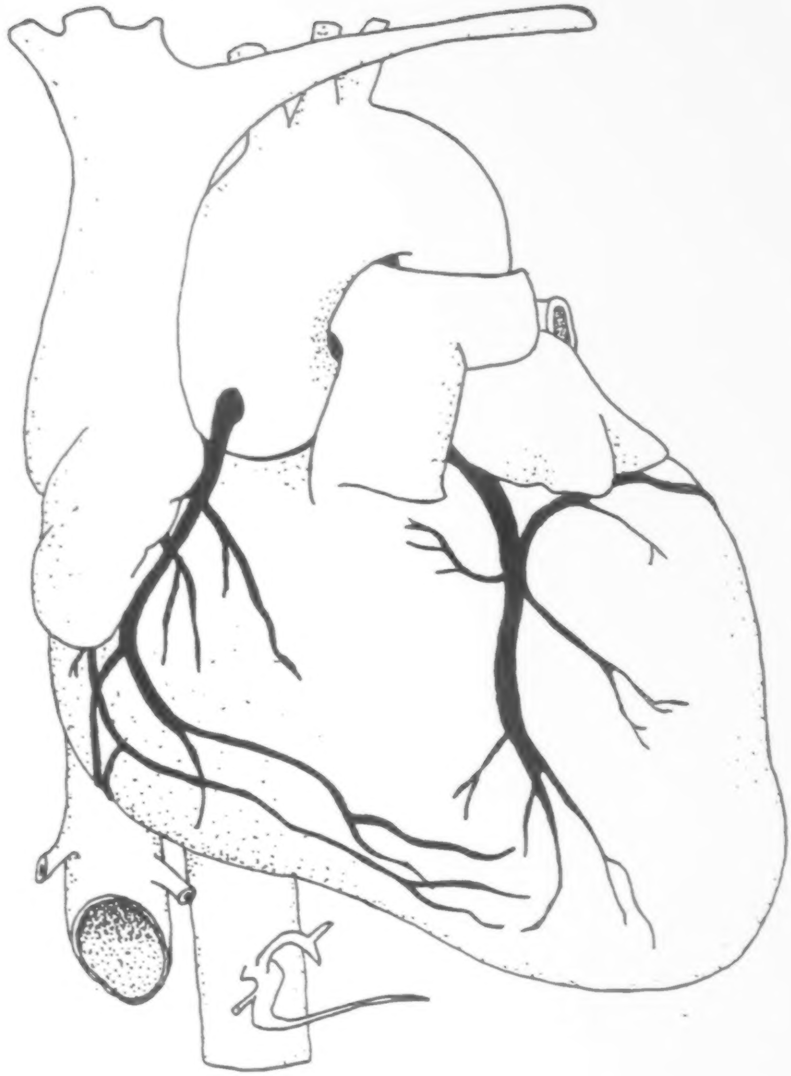
Can the child categorize the physical actions?

ORGANIZING

4. Talk with the children about why the pulse changes. Ask, *Why do you think the heart sometimes beats stronger and faster? What could you do to make it pump the very fastest. What could you do to make it pump very slowly? If your heart is pumping very fast, what could you do to make it slow down?*

Does the child show an understanding of the connection between activity and pulse?

PROBLEM-SOLVING



SCIENCE TALENT ACTIVITY
Eye-Level With a Worm

MATERIALS:

- An outside area.
- Crayons and paper for each child.

STEPS:	ASSESSMENT QUESTIONS:	
1. Gather the children together outside. Tell them, *We're going to pretend to be butterflies. We love flying high and looking down on the world as we fly. But one day, something awful happens. We wake up and none of us can fly. Then we see a mischievous cat grinning at us. He had taken a pair of scissors during the night and clipped our wings! We know our magic wings will grow back after a few days but for now we'll have to move around on the ground.* *Now we've never really been on the ground for very long before and we wonder what kinds of animals we'll find there. We know about cats and dogs and rabbits because they are big enough to see as we fly. But what small creatures do you think we'll see as we move along the ground?* The children should come up with a variety of answers such as ants, earthworms, spiders, mice, etc.	Can the child name small animals or insects that live on the ground?	REMEMBERING
2. Next ask, *Will things look different when we're on the ground? What will we see that maybe we didn't notice before?* Encourage the children to carefully consider this, and accept all answers.	Can the child anticipate changes in the surroundings and tell about them?	PROBLEM-SOLVING
3. *Let's carefully drop down to the ground.* Encourage the group to crawl on the ground, looking around them as they do. Ask the children to talk about what they see as they crawl. *What looks different? How does it look different? What do you notice now that you didn't notice before? Do some things look bigger, smaller, brighter, rougher, or bumpier than before?*	Does the child comment on what he or she sees while crawling on the ground?	OBSERVING

4. Pass out the paper and crayons, telling the children, *After our magic wings grow back, we will want to remember how things look on the ground. I want each of you to draw a picture of something you see while you're on the ground. Try to make it look just the way the butterfly would see it.* Encourage the children to discuss their completed pictures and to also compare the picture to the real object it represents.

Can the child record what a "crawling creature" sees by drawing a picture of something?

FOLLOW-UP SUGGESTIONS:

- Do a similar activity only inside instead of outside.
- Ask the children to compare the "ground view" with a "flying view". You might obtain aerial photographs from the public library, or take the children on the top floor of a nearby building, and ask them to look down.

SCIENCE TALENT ACTIVITY
Rocks, Water, and Air

MATERIALS:

- Plastic bags and twist band fasteners (three for each child).
- Small rocks (one for each child).
- Pencils (one for each child).
- Container of water.
- Optional: food coloring.
- One plastic bag filled with air (Mystery Bag).
- Chalkboard and chalk.

STEPS:

1. Say, *We are going to pretend to be scientists today. One thing scientists do is to look at things very carefully and do experiments to see how things are alike and different. We have three different things to look at carefully and experiment with just like a scientist.* Give each child three plastic bags, three fasteners, and a rock. Tell them to put the rock in a bag. Pour water into each child's bag and have them fasten it.

   We're all ready to make our scientific experiments! Let's look at my mystery bag first. (bag filled with air) *Do you know what's in it? Can you see anything? Feel it, is something in it? What do you think it is?* Encourage discussion. Then tell the children to blow into their empty bag and fasten it. Ask, *What did you put in your bag? Right! Air or your breath. Scientists say that air is a gas. We've already found out that we can't see it, so scientists say gases are invisible.*

   Look at the bag with a rock in it. Can you see the rock? Allow discussion. *Scientists say that rocks are solids. You can see the solid, can't you? Solids are visible.*

ASSESSMENT QUESTIONS:

Can the child describe differences between a solid, a liquid, and a gas?

OBSERVING

SCIENCE TALENT ACTIVITY--Rocks, Water, and Air

Have the children look at the bag of water. Say, *Water is a liquid. Can you see the liquid?* (If possible, add the food coloring to the water left in the container. Talk about the difference.) *Scientists say that liquids can be either visible or invisible.*

We've looked at whether a solid, a liquid, or a gas is visible or invisible, now we're going to experiment with the shape of these substances. Have the children open their air bag. Ask, *Did the air stay in it? Where did it go?* Encourage discussion. Then explain, *Scientists say that gases can change their shape. They're right, aren't they? Our air moved out of the bag all by itself and changed its shape!*

Have the children open the rock bag. Discuss what happens. Ask, *Did the rock change its shape? Scientists say that a piece might be broken off a solid, but a solid can't change its own shape. It just stays the same.*

Have the children pour their water back into the large container. Ask, *Does the water still have the shape of the bag? Did it change its shape?* Encourage discussion. Then explain, *Liquids can change their shape. They don't just stay the same the way a rock does.*

We have one more experiment to make with our three substances. Give a pencil to each child. *Try to move your pencil through the air in front of you. Can you do it?* Encourage discussion. *Scientists say that you can move a solid (the pencil) through a gas (air).*

Now let's try this test on our rock. Can you move your pencil through your rock? Allow discussion. *Scientists say that you can't move a solid through a solid.*

Let's see if you can move your pencils through the water in this container. Then say, *Could you move your pencils through a liquid? So a solid will move through a liquid, won't it? What good scientists you all are!*

2. *We've learned some interesting facts about different substances. What do scientists call air? What do scientists call rocks? What do scientists call water? What does it mean when we say a substance is invisible? What does it mean when we say a substance is visible?*

Can the child answer questions about properties of substances?

REMEMBERING

3. Write the words GAS, SOLID, and LIQUID on the chalkboard as column headings. Read them to the children and discuss the three properties of each substance.

   Gas - invisible, changes shape, can move a solid (pencil) through it.

   Solid - visible, shape stays the same, can not move a solid through it.

   Liquid - visible or invisible, changes its shape, can move a solid through it.

   Say, *Let's see if we can figure out which category some other substances fit under. Remember that water is a liquid, air is a gas, and a rock is a solid. I'll name some other substances and you tell me whether each is a solid, a liquid, or a gas.* After naming each substance, encourage the children to discuss its properties and then decide which category it fits in. Write the name of the substance under the appropriate column.

   Examples: wood, milk, pop, chalk, coffee, helium, spoon.

Can the child choose the right category for a specific substance?

ORGANIZING

4. Say, *I'm going to tell you some riddles. They will have clues in them to help you know the answer. Now listen carefully.*

    a. *I am a liquid. I help your bones and teeth grow strong. I'm white and come from a cow.* (milk)

    b. *I'm a solid. Sometimes people burn me in fires.* (wood)

    c. *I'm a gas which makes children happy. People put me inside balloons that fly high in the air.* (helium)

    d. *I am a solid. I help people talk to each other when they're far apart. I ring when I want someone to answer me.* (telephone)

Can the child identify substances from listening to clues?

SCIENCE TALENT ACTIVITY
Soil Explorers

MATERIALS:

- Bucket.
- Small shovel.
- Magnifying glasses (optional).
- A pencil and paper or chalkboard and chalk.
- Old newspapers.
- A nearby outside area from which you can fill the bucket with dirt.

(This is a good outdoor activity; however, the bucket can be easily filled with soil before the lesson begins, and then taken back to the classroom).

HINT: This activity should not be done during, or soon after, a prolonged cold spell.

STEPS:	ASSESSMENT QUESTIONS:	
1. When filling the bucket with soil, try to choose an area where things are growing. (Take the children with you, if possible). Encourage the children to discuss what they have seen in the soil at other times, such as earthworms, ants, grass, etc.	Can the child identify things he or she has previously seen in the soil?	REMEMBERING
2. Spread out newspapers for the children's work surfaces. Give each child a shovelful of soil. Encourage each child to look carefully at his or her soil. If you have a magnifying glass, let each child have at least one chance to examine the soil through the glass. Ask every child to share his or her discoveries (twigs, rocks, roots, bugs, etc.) with the entire group. You might ask questions such as, *How would you describe your soil? What kinds of things are you finding in it? How does your soil feel? What colors do you see in it?*	Does the child look carefully at the soil, commenting on any discoveries?	OBSERVING
3. Now tell the children, *Let's think about the different things we've found. What kind of "plant things" did we find?* (grass, leaves, roots, seeds, etc). Make a list of the "plant things" on the paper or chalkboard. Follow the same procedure for "animal things" (worms, insects, etc.) and "non-living	Can the child sort his or her discoveries into categories?	ORGANIZING

things (rocks, bottlecaps, nails, etc.)

4. **After the children have finished looking at their soil, ask them to clean up their areas. Then gather them together. Ask,** *Do you think soil looks exactly the same, wherever it comes from? What if we took soil from the beach? How would that look different? Or feel different? Would it have the same animals living in it?* **Ask the children to speculate on soil from a farmer's field, or soil that has been frozen all winter, or soil in a flower pot. Help the children conclude that soil from different areas might differ in color, texture, plant matter, animals, "garbage content", etc.**

Can the child make predictions about other types of soil?

SCIENCE TALENT ACTIVITY
Shipwrecked

MATERIALS:

- Paper (at least one sheet for each child).
- A variety of small objects, such as flower petals, pine cones, leaves, twigs, berries, vegetables, seashells, sand,and dirt.
- A spray bottle of water (or small bowl of water).
- An empty soda pop bottle.

STEPS:	ASSESSMENT QUESTIONS:	
1. Gather the children together, asking them to sit down on the floor around you. Tell them, *Let's pretend we're sailing on a big, old, pirate's ship. We got rid of the pirates, and now we have the ship all to ourselves. But all of a sudden, a storm hits! The waves around us are huge, our ship is being rocked back-and-forth. Then our ship hits a big rock and falls apart. Luckily, we see land ahead of us. We all swim to it. Now pretend we're sitting together on the shore. The storm is over. Let's look around at the land we're on.* As you pretend to look around, describe a wooded island--lots of trees, wildflowers, wild berries, and vegetables, etc. Then say, as you pick up the bottle, *Look what I found! Let's send a message in it.* Tell the children, *We'll pretend that one of us had a piece of paper tucked in a pocket when our ship wrecked. But what can we write with? There are no pens or pencils, what can we use?* Ask the children to think of things that might be used for writing. You might start by saying, *Maybe we could write a message with flower petals. What else could we try?* Encourage the children to think of things that they might find on a seashore or in a forest. Accept even unlikely ideas.	Can the child name items that might be found on a wooded island?	REMEMBERING
2. Call the children over to the area where you have the materials for this activity. Point out the small objects that you have, telling them, *These are the things we managed to come up with.*	Can the child predict whether a wet or dry object will write?	PROBLEM-SOLVING

Let's decide which ones will write the best. Ask the children to first guess which ones will write. Then suggest wetting the object, which ones do they think will write wet? After predictions have been made, allow the children to try out the different objects, using their own sheets of paper.		
3. As the children work, ask them to look at the results. *Do the pine cones look different now that they're wet? How did the sand change?* Then ask each child to state his or her choice for a writing instrument.	Can the child describe changes in the object's appearance from dry to wet?	OBSERVING
4. Ask the children, *How do you think our story will end?* Ask different children to tell their own version of the rest of the story, encouraging them to use the results of their experimentation in the conclusion.	Can the child use the results of the experiments to complete the story?	ORGANIZING

SCIENCE TALENT ACTIVITY
Things That Shrink

MATERIALS:

- Pencil with an eraser on the end.
- Piece of paper with each child's name printed on it in pencil.
- Chalk and eraser.
- Chalkboard with each child's name printed on it.

STEPS:	ASSESSMENT QUESTIONS:	
1. While the children are sitting around you at the table, take out the paper with the names on it. Set the paper in front of a child, asking that child to erase his or her name with the pencil eraser. Continue until each child's name is erased, then ask, *What has happened to the pencil eraser? Does it look different?* Encourage the children to discuss what has changed, helping them to conclude that as a pencil eraser is used, it gets smaller. Next hand a child the chalkboard eraser. Ask that child to find and erase his or her name on the chalkboard. Continue until all names are erased. Ask, *What has happened to the chalkboard eraser? Does it look different? Did it get smaller, too?* Help the children to see that the chalkboard eraser is still the same size.	Does the child tell correctly whether an object gets smaller with use by looking at the object?	OBSERVING
2. Now ask the children to carefully consider both the pencil eraser and the chalkboard eraser. *Why do you think one eraser got smaller, while the other eraser didn't?* Help the children see that part of the pencil eraser is left behind on the paper; it is rubbed off. But the chalkboard eraser does not get rubbed off as it is used (or at least, not that we can actually see).	Can the child give a reason as to why some things get smaller with use, while others don't?	PROBLEM-SOLVING

SCIENCE TALENT ACTIVITY--Things That Shrink

3. Tell the children, *Some things get smaller as we use them, and some do not. I will make a chart on the chalkboard. If you tell me something gets smaller as it is used, I'll put a picture of it on one side; if it doesn't get smaller, I'll put its picture on the other side. Now think hard!* Name the following objects: scissors, crayon, pencil, ruler, candle, magnet, bar of soap, book. Draw a simple sketch of each item, placing it under a column marked "Things that get smaller", or under a column marked "Things that stay the same size". Encourage the children to discuss each object before it is placed on the chart. For example, *How do you know a crayon gets smaller; What's left behind on the paper?* or *Is part of the scissors left behind on the paper after you cut it?*	Can the child correctly classify an object as getting smaller or staying the same as it is used?	ORGANIZING
4. Ask the children to turn away from the chart or the chalkboard. Then as you name each of the items again, ask the children to recall in which column that item was placed ("Something that gets smaller" or "Something that stays the same"). Have the children look at the chart to check their answers.	Can the child state which column an item was placed under?	REMEMBERING

SCIENCE TALENT ACTIVITY
Raindrops

MATERIALS:

- Four cans of the same size (e.g. coffee cans, fruit, or soup cans)
- Masking tape and pen for labels
- Weather forecast from a newspaper
- Measuring cup (optional)

HINT: This activity is best begun at a time when rain is expected within a day or so.

STEPS:	ASSESSMENT QUESTIONS:	
1. Gather the children together. Ask, *What is the weather like today?* Encourage the children to use appropriate descriptive words: Hot, warm, cool, cold, wind, rainy, sunny, cloudy. Some children might want to run to the window to verify the descriptions. Next ask, *What is a meteorologist?* Praise a correct answer; if the children cannot answer correctly, ask, *Well, what is a weather forecaster?* Help the children conclude that a meteorologist (or weather forecaster) studies the weather and tries to tell us what the weather will be. Show the group the weather forecast in the newspaper; read it slowly. Then ask, *What did the forecast say our weather will be like?* You might want to re-read the forecast.	Can the child recall and restate the weather forecast?	REMEMBERING
2. Tell the children, *We're also going to study the weather. One thing a meteorologist does is measure the rain; this helps him or her understand the weather better, so that the weather forecasts are better. Let's see if we can measure rain, too.* Take out the four cans. Explain that you want to set these cans in different places near your school. *Let's see if different areas get different amounts of rain.* Take the children outside and let them choose the four places to set the cans. Mark each can with the location. Then wait for a rain!	Can the child choose a variety of areas in which to measure rainfall?	ORGANIZING

SCIENCE TALENT ACTIVITY--Raindrops

3.	After a rain, take the children outside to gather the cans. Bring them in and compare the amounts of water in each. You might want to use the measuring cup to accurately measure the amount of water in each can.	Can the child accurately compare amounts of rainfall in the different cans?
4.	Ask the children to explain why each can does not have the same exact amount of rain in it. If necessary take the children back outside to look at the location of a particular can and ask leading questions: *Why did more rain get into this can? What if the wind was blowing hard? Does the rain fall under a tree? Does it fall under the slide? Did more rain fall next to the school or out in the open?*	Can the child think of reasons for different amounts of rain in the cans?

OBSERVING

PROBLEM-SOLVING

SCIENCE TALENT ACTIVITY
Zella's Zoo

MATERIALS:

- Pictures of the following animals (included with this lesson): whale, horse, turkey, goldfish, tiger, elephant, rabbit, duck, lamb, tropical fish, cow, chicken.

STEPS:	ASSESSMENT QUESTIONS:	
1. Have the animal pictures cut apart and stacked in a pile. Gather the children together and tell them the following story. *Zella had always wanted to work in a zoo. Her first day on the job, the head zookeeper said to her, 'Here are 12 animals. Your job will be to take care of these animals.'* *Let's look at the animals that Zella will be taking care of.* Take out the pile of pictures, and ask the children to identify each of the animals as you hold the picture up.	Can the child correctly identify the pictured animals?	REMEMBERING
2. Tell the children, *Zella wanted to know something about each of the animals so the head zookeeper wrote a little something about each animal. But the zookeeper forgot to finish what he was writing, so Zella will need your help. Now listen carefully.* Use the following syllogisms (Try to have the children complete the sentence after the word "Therefore", then if they have difficulty, give them all the words in the last line except the last two or three): - *Every duck is hatched from an egg.* *Quacker is a duck.* *Therefore . . .* (Quacker was hatched from an egg). - *All turkeys hate Thanksgiving.* *Gobbler is a turkey.* *Therefore . . .* (Gobbler hates Thanksgiving). - *All tropical fish need warm water.* *Gorgeous George is a tropical fish.* *Therefore . . .* (Gorgeous George needs warm water).	Can the child use a syllogism to draw a conclusion about a given animal?	PROBLEM-SOLVING

- *All rabbits like to eat lettuce.*
  Baxter is a rabbit.
  Therefore . . . (Baxter likes to eat lettuce).

- *All elephants spray themselves with water.*
  Tusker is an elephant.
  Therefore . . . (Tusker sprays himself with water).

- *All whales breathe air.*
  Killer is a whale.
  Therefore . . . (Killer breathes air).

- *All horses like to eat oats.*
  Winnie is a horse.
  Therefore . . . (Winnie likes to eat oats).

- *All goldfish can swim.*
  Goldie is a goldfish.
  Therefore . . . (Goldie can swim).

- *All tigers have big teeth.*
  Stripes is a tiger.
  Therefore . . . (Stripes has big teeth).

- *All cows have brown eyes.*
  Gertrude is a cow.
  Therefore . . . (Gertrude has brown eyes).

- *All chickens have feathers.*
  Peeps is a chicken.
  Therefore . . . (Peeps has feathers).

- *All lambs are soft and cuddly.*
  Wooly is a lamb.
  Therefore . . . (Wooly is soft and cuddly).

3. Now take the pile of pictures and say, *Next Zella decided that, to make her job easier, she would divide the animals into groups. This is how she divided them.* Arrange the pictures randomly into four groups, with three pictures in each group. Ask the children, *Did Zella do a good job dividing them? How did she divide the animals?*

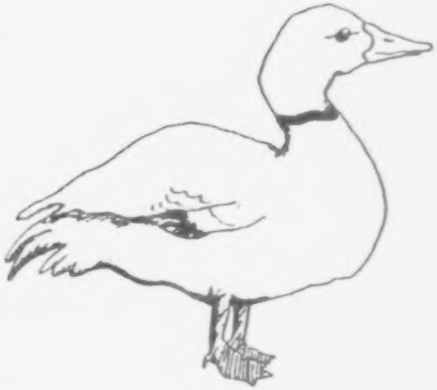
Can the child give a reason why certain animals are grouped together?

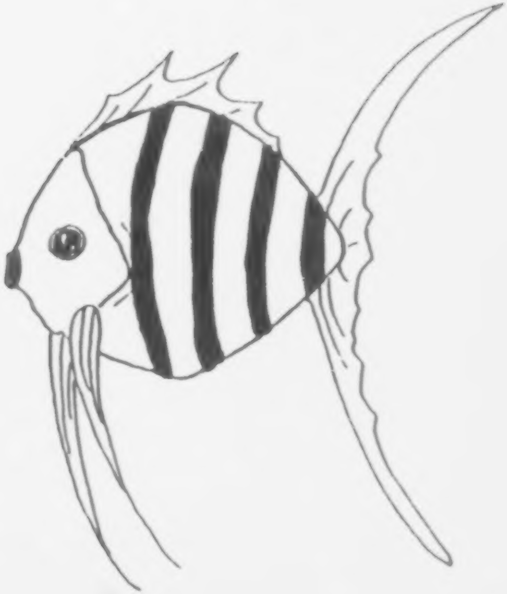
OBSERVING

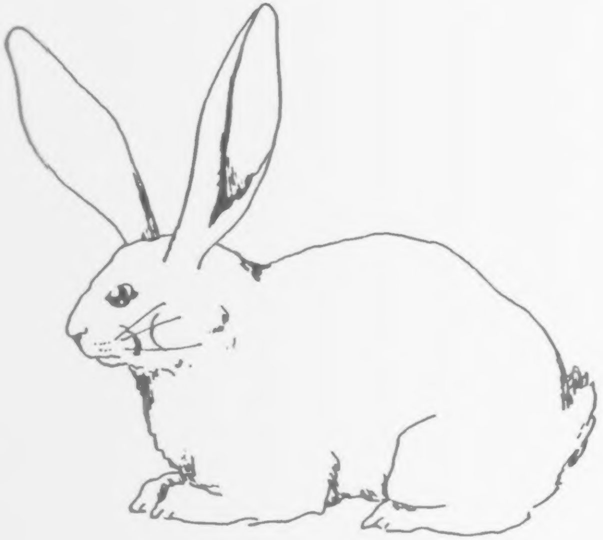
4. Now ask the children to think up some better ways to divide the animals into groups. Give each child the pictures, let him or her group the pictures, and then explain the groupings. Accept any reasons given. Encourage and praise thoughtful groupings (such as one group of two-footed animals, one group of four-footed animals,and one group of animals with no feet).

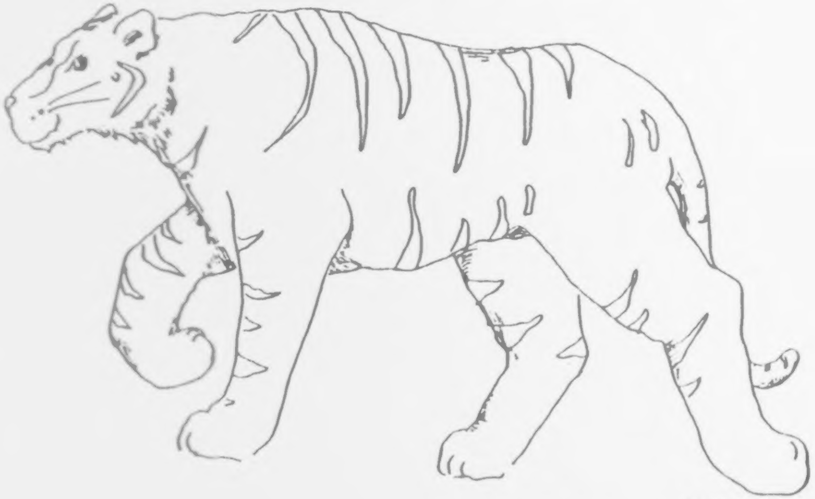
Can the child think of other ways to group the animals?

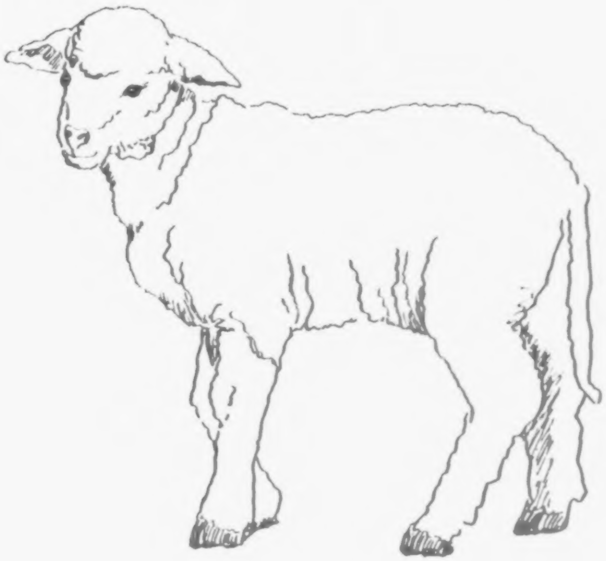
ORGANIZING

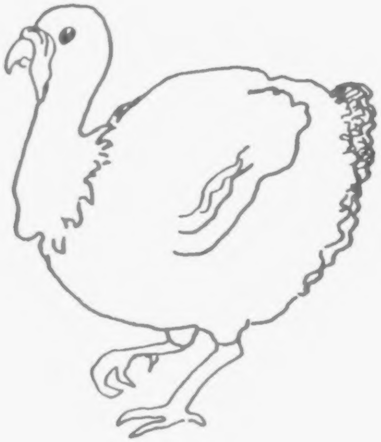


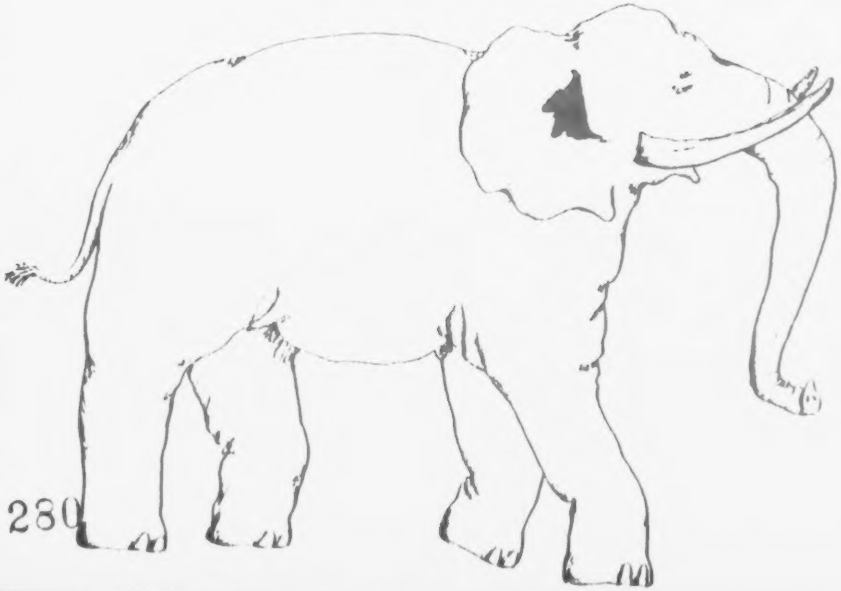


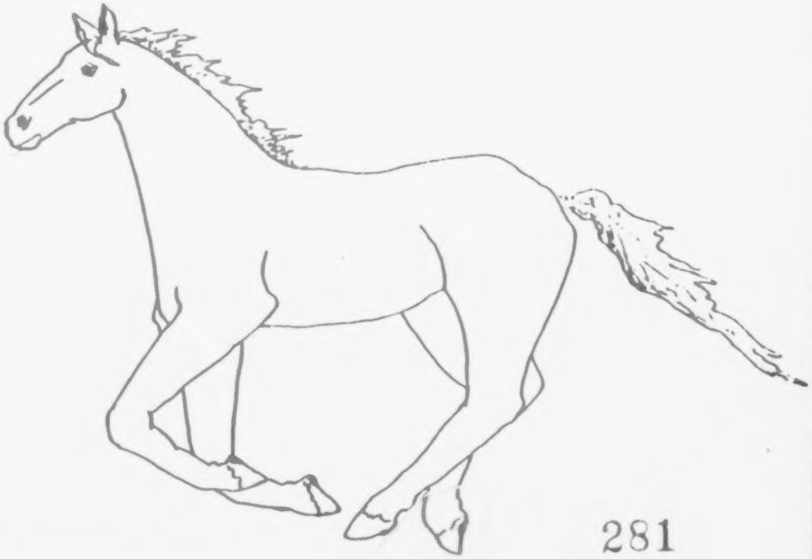


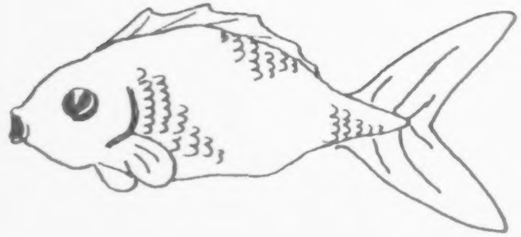


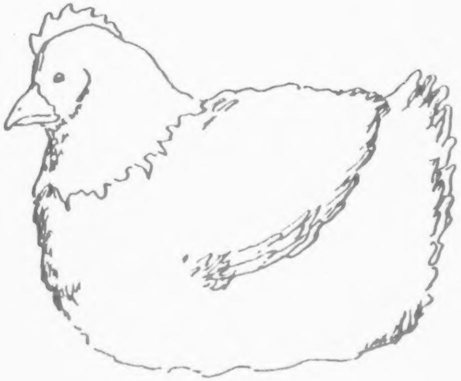


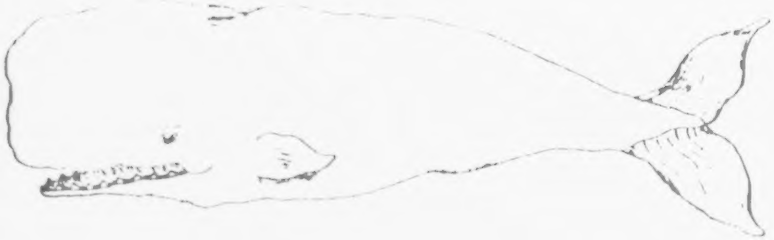


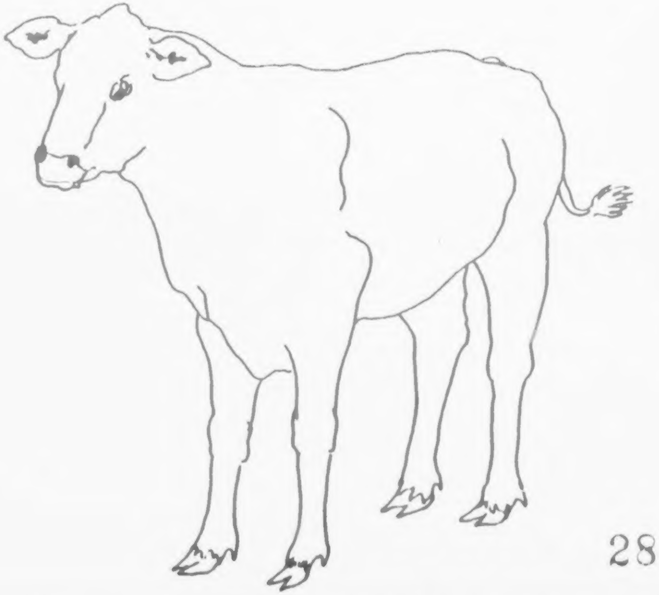












SCIENCE TALENT ACTIVITY
A Little of This and a Little of That

MATERIALS:

- Some basic baking ingredients such as flour, water, sugar, soda, and oil.
- Cupcake pan and paper cupcake liners.
- Forks and spoons (one fork and one spoon for each child).
- Cups or small bowls (one for each child).
- Measuring cups and spoons.
- An oven.
- Paper and pencil.

STEPS:	ASSESSMENT QUESTIONS:	
1. Gather the children together and say, *Today we're going to do some baking. Now usually when someone bakes something, they follow a recipe. But we're going to make up our own recipes. Each of you will have a chance to use the ingredients you want, and the amount that you want.* Ask the children to name some of the ingredients that people use when they bake. Accept all reasonable answers. Now let the children look over the ingredients that you have set out. Make sure they know the name of each item. Encourage them to discuss how each might be used.	Can the child name some basic baking ingredients?	REMEMBERING
2. Tell the children, *Now think about what you want in your own recipe. What will you put in it and how much will you use?* Have each child describe what they plan to use in their recipe. Then ask each to predict what they think their product will be like. For example, ask, *Do you think your mixture will be thick or thin? Will it taste sweet? Will it be hard or soft after cooking?*, etc?	Can the child make up a recipe and predict how it will turn out?	PROBLEM-SOLVING
3. Give each child a cup (or bowl), a spoon, and a fork. Have the measuring cup and spoons available. As the children work, use a separate sheet of paper to record each child's "recipe". Encourage the children to read the measuring cup and spoons as independently as possible. Before the mixtures are poured into the	Can the child measure and tell the teacher the correct amounts used?	ORGANIZING

baking pan, assist each child in writing his or her name on the outside of the cupcake paper. Then set it in a 350° oven. (After 5 minutes, you will have to keep a close watch on the mixtures, removing them when they are "golden brown".)

4. After the mixtures are slightly cooled, ask the children to look carefully at them and tell--
   - *What changes took place as the mixtures baked?*
   - *How does one mixture look different from another? Taste different? Have a different texture?*
   - *How does a mixture containing a lot of water (or flour, soda, etc.) compare to one having very little?*
   - *How would you change your own "recipe" to improve the result?*

Can the child comment on the changes that take place as the mixture bakes? Can the child compare the different baked "mixtures"?

OBSERVING

FOLLOW-UP SUGGESTIONS:

- Repeat this activity on another day. This time using the "new, improved" recipes.

SCIENCE TALENT ACTIVITY
Mystery Hole

MATERIALS:

- A picture (provided at the end of this activity).
- Chalkboard and chalk.

STEPS:	ASSESSMENT QUESTIONS:	
1. Read the following story to the children. *Jenny was excited. She had just arrived at her grandparents' house. She loved to visit her grandparents and to explore the neighborhood where they lived. She pretended that she was having adventures and solving mysteries. Her very favorite place was an old empty lot near the back of her grandparents' house. Jenny could always find interesting things there. The day after Jenny arrived, she ran outside to explore. When she got to the empty lot she stopped in surprise! There was a big hole right in the middle of it with things scattered all around.* Hold up the picture. Ask the children to describe all the things they see in the picture.	Can the child name objects in the picture?	OBSERVING
2. *Jenny wondered about the mystery hole.* Ask the children to talk about how they think the hole got there. *Look at the picture carefully and see if you can find any clues to what might have happened. Who has an idea of how the hole got there? What clues do you see that make you think that?*	Can the child form a hypothesis and justify it with reasons?	PROBLEM SOLVING
3. Continue the story saying, *That evening Jenny was unusually quiet because she was thinking so hard. She was trying to decide if an animal made the hole or if people made it. She thought of all the objects scattered around the hole. Some of the objects went with people and some went with animals.* Ask the children to help Jenny sort out the clues. Tell the children that you will make two columns on the board, one called "Animal clues" and the other	Can the child organize the objects into categories?	ORGANIZING

"People Clues". Ask the children to think about each clue and tell you which column it fits under.

4. Turn the picture face down and erase the board. Continue the story:

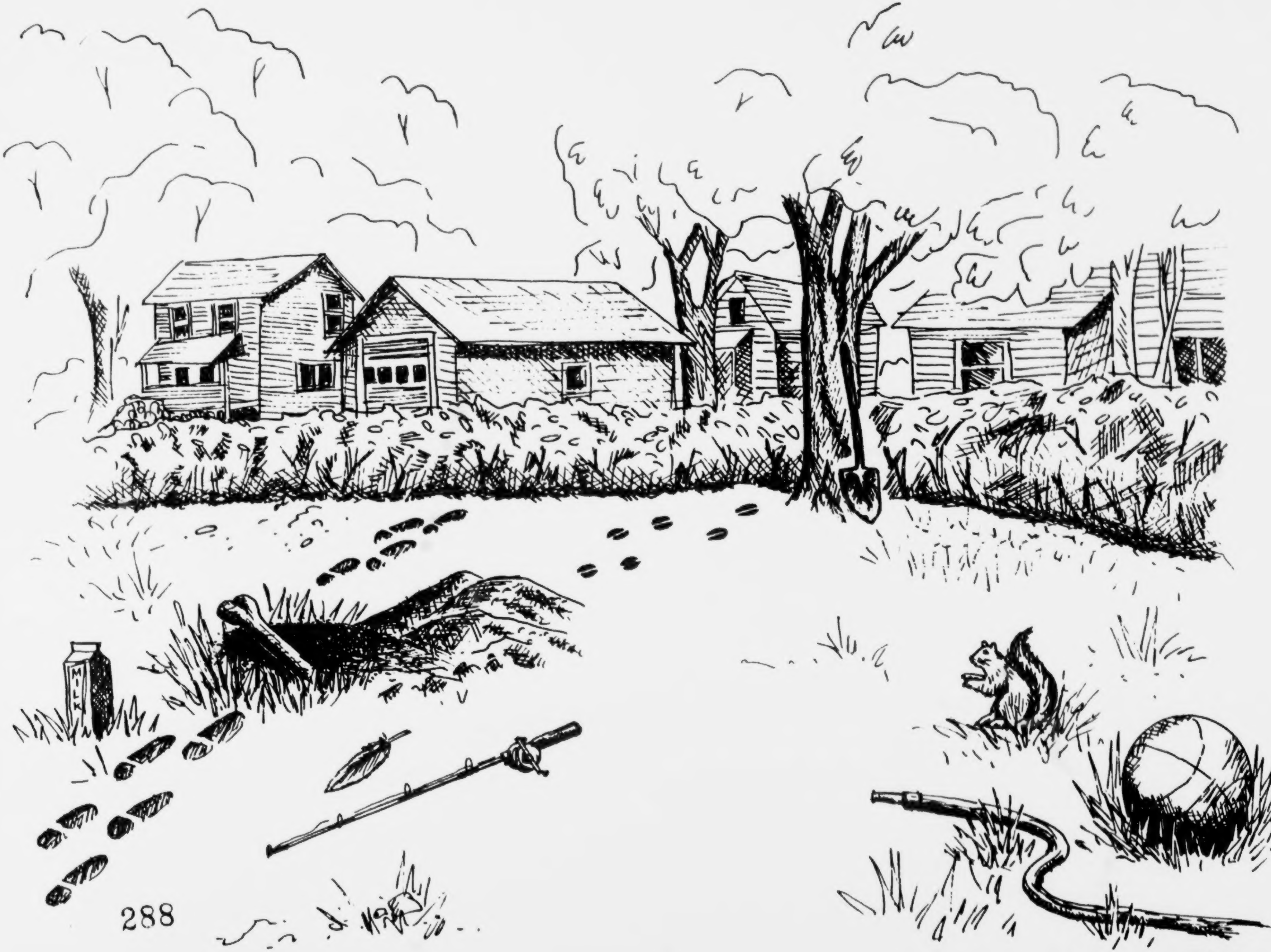
That night as Jenny lay in bed, she tried to picture exactly what the hole looked like. She wanted to remember all the things she saw.

Ask the children to help Jenny remember all the objects that were around the hole.

Conclude the story:

Jenny thought about all the possible reasons why the hole was there and what could have made it. But she figured that she would never really know how the mystery hole got there.

Can the child name the objects which were seen before?


MILK

PSYCHOMOTOR TALENT

PSYCHOMOTOR TALENT ACTIVITIES

Page

INTRODUCTION 211

INITIAL ACTIVITIES

Scarf Magic 213

Mirror Images 215

Safari 217

CONTINUING ACTIVITIES

Following Footprints 219

Under the Big Top 221

Budding Gymnasts 223

Follow the Yellow Brick Road 225

Through the Woods 227

Bouncing Balloons 229

Penny on a Picture 231

Introduction

PSYCHOMOTOR TALENT

The activities in this section are designed for the children you have identified as having psychomotor talent. These children have particular characteristics that will make the lessons challenging and fun for them; namely, exceptional large motor and small motor skills.

The activities are broken into four skill areas that are essential to the development of psychomotor talent, allowing you to examine the child's performance while you are teaching each activity. Naturally, a talented child is going to earn glowing marks in some of these skill areas, probably the ones that caused you to pick him or her from all the rest as having psychomotor talent. On the other hand, even a talented child will struggle or be less interested in other skill areas, perhaps needing some extra help or encouragement in these areas.

By using the first three lessons as your initial assessment, you can get a pretty good idea of which skill areas are strong and which areas are weak. You can then devise a plan (either at the TEP meeting or on your own) of ways to modify both the activities and your daily teaching to give the child the best dose of talent programming. The remaining seven lessons are also organized this way, so you can keep an eye on how the child is doing in these four areas as you teach the activities.

The four skill areas for psychomotor talent should come as no surprise since they are closely related to the characteristics you used to identify the children. Each of these areas is described in brief below.

Fitness - having the energy and physical ability to perform physical activities for varying amounts of time, having strength and endurance.

Expressiveness - producing and exploring movements in imaginative or original ways.

Ease and quickness - demonstrating agility, flexibility, and grace when doing a physical activity.

Coordination - having the balance, rhythm,and control to perform various physical activities; having eye-hand or eye-foot coordination.

The activities in this section provide opportunities to practice and refine large and small motor skills in interesting ways, thus helping to further psychomotor talent. This talent will benefit children in some ways: it can be applied in a number of different jobs or professions; it can provide a creative or recreational outlet; it can be useful in many daily tasks requiring strength and coordination. When you help children feel competent about their physical abilities, you also help to create solid and healthy self-concepts.

PSYCHOMOTOR TALENT ACTIVITY
Scarf Magic

MATERIALS:

- Scarves for each child (can be pieces of any kind of fabric).
- Tape a line on the floor (approximately four feet long).
- Object to jump over (at least 20 inches high).

HINT: This would be a good activity to do outside!

STEPS:

1. Tell the children that today you are going to read them a story.

Once upon a time there was a little boy named Adam. Adam and his big brother Dan loved to run and play. They were always together.

Then one day Dan started going to school. Now Adam didn't have anyone to play with. If he went outside, he had to go all by himself! He didn't tell anyone, but he was afraid to go outside by himself.

One night as he was lying in bed, feeling very sad, a bright light appeared in his room. The light got brighter and brighter until Adam hid his head under the blankets.

Suddenly he heard a small voice say, "Hi Adam!" Adam couldn't believe his eyes! A fairy was standing right next to his bed. She said,

> *Since I heard you're now afraid to go outside,*
> *I brought you magic so you won't need to hide.*
> *Just hold this scarf tightly in your hand,*
> *And you'll always be safe anywhere in the land.*

In a twinkling the fairy was gone. Adam thought he had been dreaming, but no, there was the scarf right in his hand! Adam felt so happy, he jumped out of bed and danced around the room holding his magic scarf.

Give each child a "magic" scarf and have them show you how they think Adam danced.

ASSESSMENT QUESTIONS:

Can the child move in a way that expresses happiness?

EXPRESSIVENESS

2. Continue the story:

   The next day Adam hopped out of bed. As soon as breakfast was over he ran outside, all by himself, holding his magic scarf.

   First he jumped as high as he could jump, then he walked backwards across a board, pretending he was a gymnast. He walked carefully, heel to toe just the way the gymnasts do it on T.V. All the time he held his magic scarf!

   Ask the children to again pretend to be Adam. Say, *Hold your magic scarf. First see how high you can jump and then walk backwards toe to heel across this "board"* (taped line). *Be careful, keep your balance.*

Can the child walk backwards on the taped line?

3. Continue the story:

   Adam began running around the house. He came to a log right in his way. Adam stopped and looked at it. He pretended it was a giant snake! Then he did a high jump right over it.

   Ask the children to jump over the "log" the way Adam did. Demonstrate jumping over the object, if necessary.

Can the child jump over an object approximately 20 inches high?

4. Continue the story:

   Adam was so happy that he decided to jump all the way back to the door so he could tell his mother what had happened to him.

   Ask the children, *Could you jump a long way? If you were Adam, could you jump all the way to the door?* Have the children jump for a sustained period of time. *Adam was never afraid again. Before long he didn't even need his magic scarf.*

Can the child jump consecutively over a sustained period of time?

PSYCHOMOTOR TALENT ACTIVITY
Mirror Images

MATERIALS:

- Mirror (full-length, if possible).
- A scarf for each pair of children.
- A ball for each pair of children.
- Tape. Prior to the lesson, tape a start and finish line about 10' apart on the floor.

NOTE: An even number of children are needed for this activity, so that everyone has a partner.

	STEPS:	ASSESSMENT QUESTIONS:
1.	Gather the group together with the mirror close by. Tell the children, *Once there was a little girl who felt sad because she had no one to play with. It was raining, so she couldn't go outside. She was tired of playing with her old toys. She went into her mom's bedroom and walked up to something that was hanging on the wall. When the little girl smiled, she saw someone smiling back. When the girl jumped, she saw someone else jumping. If the girl took a step sideways, she saw someone else taking a step sideways. What do you think she was looking at?* The children should by now know that the little girl in the story was looking in a mirror. If not, give more clues until someone correctly guesses. Next explain to the group, *When you look into a mirror your reflection, or image, will do whatever you do.* Bring out the mirror and let each child have a chance to look at his or her reflection. Then say, *Let's pretend that each of you has a mirror image to play with today. Your partner will be your image.* Help the children select partners, then choose one to be the leader. Ask the partners to face one another, then say, *I want the leader to make a face and the partner to copy the same face at the same time, just like a mirror image.* Encourage the children to concentrate on making the exact same face. Then ask the children to change leaders and make a different face.	Can the child create a face and copy another's face?

EXPRESSIVENESS

PSYCHOMOTOR TALENT ACTIVITY--Mirror Images

2. *When you made a face, you were pretending to look right into the mirror. Now let's pretend you're looking at your side in the mirror. I'll tie one of your legs to one of your partner's legs. When your "tied" leg goes forward, what will your partner's leg do? Right, it will go forward, too. And when your other leg goes forward, your partner's leg will also go forward.* For each pair, tie up the right leg of one child to the left leg of the other, using the scarf. Then ask the partners to line up next to each other, standing just behind a designated starting line. Ask the children to race to the finish line. It might take awhile for the children to learn how to run this three-legged race.	Can the child move quickly with one leg tied to another child's leg?
3. Now put the scarves away and take out the balls. Give a ball to each pair, asking them to throw the ball to their partner, or "image". Encourage variations by asking the pairs to stand farther apart, closer together, back-to-back and side-to-side.	Can the child throw and catch balls with their partners?
4. *Now let's face our partner again and pretend we are looking into the mirror. We will do something harder this time. We will jump up and down together for as long as we can. See if you can stay together and jump as long as your partner can.* Encourage the children to jump continuously without stopping.	Can the child jump for an extended period?

PSYCHOMOTOR TALENT ACTIVITY
Safari

MATERIALS:

- Adult-size chair.
- Space for running, if possible.
- Tape.
- At least six sheets of 8"x 11" paper. Prior to the activity, tape the sheets on the floor, placing them far enough apart so that the children have to stretch to walk from one to the next.

STEPS:	**ASSESSMENT QUESTIONS:**
1. Say, *Does anyone know what a safari is?* Allow time for discussion. Explain that a safari is a hunting trip through eastern Africa. *Today we are going to pretend that we are on a safari. We will have to walk because we will be going through dense, dark jungles. We aren't going to hunt, just to look at all the amazing things in a jungle.* Ask the children to stand up and make a line, explaining that the trail is so narrow you must walk single file. Say, *Let's start on our safari. I'll be the guide. Now watch out for danger! There are trees all around us--we can't see very far.* Walk around the room in a line until you come to the paper "stones" on the floor. Then say, *What is that I hear in the brush? Is it a lion? Oh dear, hurry across the river on these big stones! Don't fall in the water--be careful!* Have the children step quickly from "stone to stone".	Can the child maintain balance when taking big steps?
2. *Whew! I think we're safe now. I hope we don't disturb any other animals. Let's go this way.* The children should follow in a line again. Lead them to the adult-sized chair. *Oh no! Here we are on a high cliff. Let's look for a way down. We don't want to go back the way we came because that old lion may still be waiting. Here's a lower place. Let's jump down from this rock shelf!* Have the children climb up the chair then jump off one at a time.	Can the child jump down from a chair?

COORDINATION

EASE & QUICKNESS

PSYCHOMOTOR TALENT ACTIVITY--Safari

3.	*We have jumped down right into a herd of sleeping elephants! We'll have to run, but quietly! Run on your tip toes. If we're quiet enough maybe the elephants will stay asleep.* If space is a problem, have the children run in place.	Can the child run on tiptoes for a sustained period of time?
4.	*I'm tired! Let's set up camp for the night.* Have the children sit in a circle around the "campfire". When the children are settled and quiet, say, *We've had several adventures today. Who can tell the story of our adventures by acting them out? Don't talk, just show us by your body actions what we did.* Give each child an opportunity to act out the safari. Praise efforts for creativity and expression of movements. Give them reminders, if necessary.	Can the child act out the sequence of events in mime?

PSYCHOMOTOR TALENT ACTIVITY
Following Footprints

MATERIALS:

- Red and green construction paper.
- Masking tape.
- A crayon and pair of scissors for each child.

STEPS:	ASSESSMENT QUESTIONS:
1. Gather the children around you and say, *Let's think about footprints. Where have you ever seen footprints?* Allow time for responses. Encourage the children to think about when they get mud on their shoes, when they get out of the bathtub and leave prints on the floor or rug, when they walk in the snow or on the sand at the beach. Say, *Today we're going to make footprints, but ours will be made out of construction paper.* Ask a child to set his right foot on a sheet of green paper while you trace around it with a crayon. Then give each child a crayon and a sheet of green paper. Tell them to find a partner and trace around each others' right foot. When the green footprints have been drawn, follow the same procedure for the left footprints on red paper. Then assist the children, if necessary, in cutting out their footprints. As the prints are being cut out, tape them to the floor, following a pattern that curves or turns, such as an S-shape. Each footprint should be placed somewhat ahead and to the side of the one before it. There should be a natural movement from one foot to the next.	Can the child trace around a shoe and cut out the resulting footprint?
2. To give the children a visual cue, tape a small piece of red construction paper on top of each child's left foot and a green piece on each child's right foot. Tell the children, *The green footprints are for your right foot, the red ones are for you left foot. Start out on your right foot by placing it on the first green footprint. Follow the rest of the footprints to the end.* Let each child have a chance	Can the child follow the footprints by moving both forwards and backwards?

COORDINATION

EASE & QUICKNESS

to follow the path. Remind the children, if necessary, to go slowly enough to place their feet on the correct prints. Then ask each child to walk backwards over the pattern, from end to start.

3. Next, ask the children to follow the path again, but to move in a different way. For example, a child might creep along the steps like a cat, "hop-step" like a dancing Indian chief, hop like a bunny, or stamp heavily like an elephant. Encourage the children to express their ideas and to demonstrate them.

Can the child move in a different way along the footprint path?

4. Now quickly rearrange and tape the footprints on the floor so that each pair (one right foot and one left foot) is approximately 18"-36" apart from the next pair. Vary the distances apart from each pair. Ask the children to jump with both feet from one pair to the next. Praise and encourage their efforts.

Can the child jump from one pair of footprints to the next throughout the entire path?

PSYCHOMOTOR TALENT ACTIVITY
Under the Big Top

MATERIALS:

- A length of yarn or string (approximately 12 feet).
- Two chairs.
- A small ball.

STEPS:	ASSESSMENT QUESTIONS:
1. Ask the children, *How many of you know what a circus is?* Encourage the children to talk about circuses for a few minutes, leading them to talk about different performers, both human and animal. Then say, *Today, we're going to pretend to have a circus, and we're going to be the performers. For our first act, we'll be performers on the highwire.* Stretch out the length of yarn and tell each child to kneel with both knees on the yarn. Demonstrate the following position, asking the children to follow your lead: with both knees and both hands on the yarn at first, extend one leg straight out behind you and the opposite arm straight and in front of you, so that you are balancing on one knee and one hand. After each child has attained this position, tell them you want them to stay in that position for several seconds. While they are holding the position, you might assume the role of "ringleader", describing their "dangerous" performance on the highwire.	Can the child maintain a strenuous position for five to ten seconds?
2. Next, tie the yarn between two chairs so that it is a couple of feet above the floor. *This time, let's pretend that you're a team of acrobats. The yarn is really a line of fire and flames. You will move under the flames, but you'll have to move fast, or the fire could burn you.* Ask the acrobats to line up and tell them that there are different ways to move under the fire. Ask them to first roll under the flames, then crawl under backwards, and finally somersault under it. As ringleader, you will want to talk about how "brave" and "daring" these acrobats are.	Can the child move rapidly in several different ways?

FITNESS

EASE AND QUICKNESS

PSYCHOMOTOR TALENT ACTIVITY--Under the Big Top

3.	*Now let's pretend that you're seals.* Ask the children to space themselves apart in a circle and then kneel down. Tell them, *I'll throw the ball to one of you. You catch it in your flippers, and toss it to another seal. That seal will do the same thing.* Allow the seals to perform by tossing the ball back-and-forth to each other for several minutes. Praise them for both throwing and catching well.	Can the child catch a ball while in a kneeling position?	CO-ORDINATION
4.	*For your last act, I want you to pretend to be a performer in the circus, while the rest of us watch. You can be any performer you want to be. We'll try to guess who you are.* You might want to review possible performers such as a clown, a fat lady, an elephant, a lion, a juggler, a strong man, or a lion tamer. After each imitation is done, you might allow the rest of the class to do the same 'act' as a group.	Can the child imitate a circus performer?	EXPRESSIVENESS

PSYCHOMOTOR TALENT ACTIVITY
Budding Gymnasts

MATERIALS:

- Stop watch or clock with a second hand.
- Paper and pencil for recording times.
- Masking tape. Prior to the lesson, tape a zigzag course on the floor (example at the end of the activity).
- Optional: Record player and record.

NOTE: An even number of children is needed for this activity so that everyone has a partner.

HINT: This activity is best done in a large open area, such as an empty room or outside play area.

STEPS:

1. Say, *Today we are going to pretend that we are gymnasts getting ready for a big gymnastic meet. Do you know what a gymnast is?* Discuss with the children what a gymnast is and the kinds of things gymnasts do. Explain that gymnastics is a sport in which people, called gymnasts, do special exercises, acrobatics, and tumbling. You might talk about some of the tumbling stunts a gymnast might do (somersaults, handstands, flips, cartwheels) and some of the special equipment they might use (parallel bars, rings, pommel horse). Explain, *Gymnasts have to be very strong and agile. Agile means that they must be able to move very quickly and easily. They train for years so that they can be as good as possible.*

   The first thing we're going to do is see if we can be agile and run on a zigzag line that quickly changes directions. Each one of you will have two turns. I'm going to time each turn to see how long it takes you. That way we can see if you can go faster the second time than you did the first time. This is one way gymnasts train. They are always trying to do better than they did the last time.

   Now watch me while I show you how to do it. Demonstrate so that the children understand just what to do.

ASSESSMENT QUESTIONS:

Can the child easily run a zigzag line?

PSYCHOMOTOR TALENT ACTIVITY--Budding Gymnasts

Give each child two opportunities to participate. Record each score. Discuss the differences. Praise the children, especially if they tried harder the second time.

2. *Gymnasts have to have very good balance. Do you know what balance is?* Allow for discussion. *We can improve our balance if we practice standing on one foot. We'll each do this two times, once on our right foot and once on our left foot. I will record your times and we'll see if you have better balance on one foot than on the other.* Give each child an opportunity to stand on their right foot and then their left foot. Record all times and compare.

Can the child stand on one foot for at least eight seconds?

COORDINATION

3. *Gymnasts and other athletes have found many ways to make their bodies stronger. They strengthen their legs and lungs by running. We'll pretend that we are outside running, but we will really just run in place. Let me show you.* Demonstrate running in place.

I want you all to do this at the same time. Remember, you are pretending to be athletes so work hard and run as long as you can! Encourage the children to continue as long as possible.

Can the child run in place for a sustained time?

FITNESS

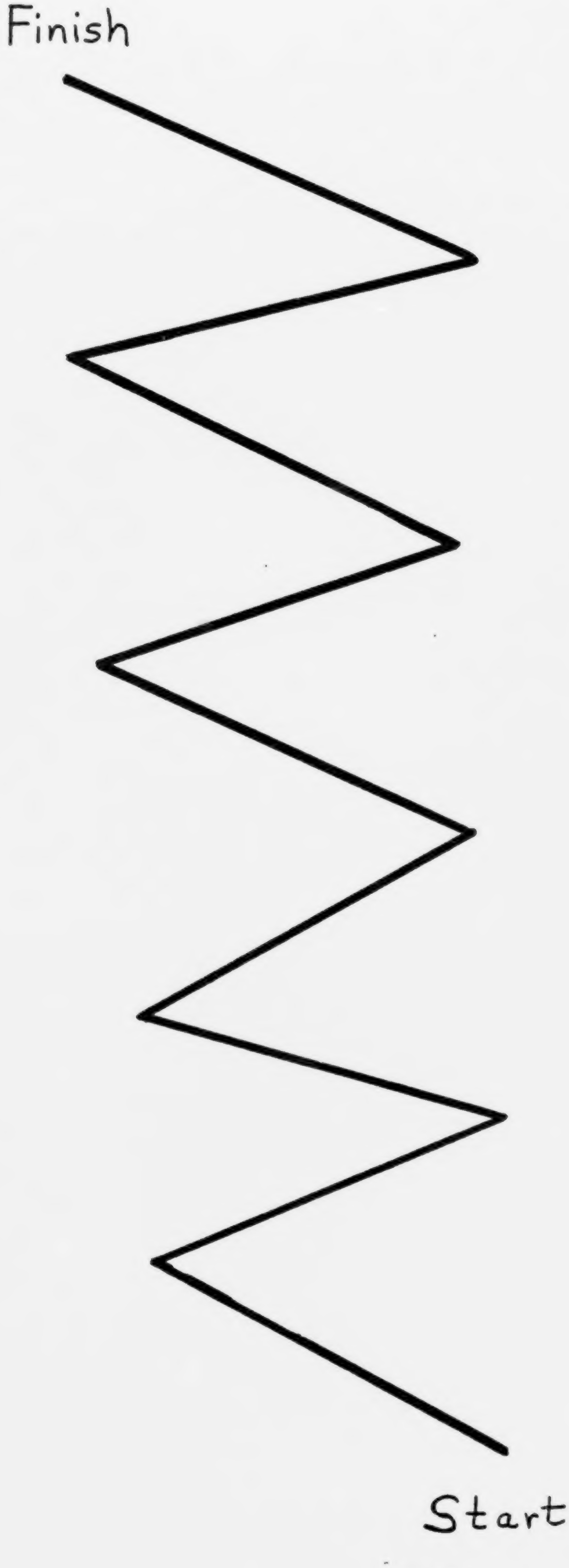
4. *Another thing that gymnasts often do is called a "floor exercise". No special equipment is used except a mat on the floor. The gymnast performs alone in a large space. It is like a beautiful graceful dance with somersaults, handstands, flips, spins, and cartwheels. It is usually done to music.*

So far, we have practiced our quick turns and our balance. We have also made our bodies stronger by running. Now it is time to see the gymnasts perform a floor exercise.

Give each child an opportunity to create part of a floor exercise while the rest of the group acts as an audience. If available, use music. Be prepared to begin the routine with an exercise to get the children started, if necessary.

Can the child create a set of athletic movements?

EXPRESSIVENESS


Finish
Start

PSYCHOMOTOR TALENT ACTIVITY
Follow the Yellow Brick Road

MATERIALS:

- A bat and a medium-sized ball.
- Yellow tape or masking tape.
- Obstacles (such as blocks, boxes, empty milk cartons or juice cans). Prior to the lesson, tape a curvy path on the floor. Space obstacles several inches apart along the path.
- Paper and pencil.
- Stop watch or clock with second hand.

STEPS:	**ASSESSMENT QUESTIONS:**	
1. Say, *Today we are going to go through an obstacle course.* Discuss what an obstacle course is and how the children will follow the path. *First, we'll see how long it takes each one of you to follow the path through the obstacles. I'll time each one of you and write it down.* Have each child go through the course and record the times. Now encourage the children to move through the course a little faster the second time and again record their times. Compare results with the children. *Did anyone get faster the second time?*	Can the child move through the course quickly?	EASE & QUICKNESS
2. Next, ask the children to take turns rolling the ball through the course by tapping it with the bat. Discuss what the children found to be difficult about this task and what they found to be easy.	Can the child roll the ball through the course by tapping it with the bat?	COORDINATION
3. Say, *You've gone through the course with the ball and bat. For your next trip through, I want you to think of a different way to move. Think very hard. I want each person to think of a special way they want to go through the course.* A child might go through backwards or sideways, on knees or on tiptoes, squatting like a duck, bouncing the ball through it, etc.	Can the child go through the course in a different way?	EXPRESSIVENESS

PSYCHOMOTOR TALENT ACTIVITY--Follow the Yellow Brick Road

4. When the children have all completed the course in a creative way, choose the motion which was the most strenuous (perhaps someone jumped all the way through or rolled all the way through). Say, *You are all extremely creative! I think that (*child's name*) idea took a lot of work.*

   Let's see if we can all go through the course that way. Have all the children go through once more using the strenuous method.

Can the child complete the course using a strenuous method?

PSYCHOMOTOR TALENT ACTIVITY
Through The Woods

MATERIALS:

- A box of uncooked macaroni.
- An open area with the following things placed in this area:
- Several duck silhouettes. Prior to the lesson use the included duck pattern to cut out several duck shapes from construction paper in different colors. Place the duck on the floor within the same area to represent the "duck pond".
- A small throw rug to represent the "trap".
- Two parallel strips of masking tape at least 3 feet long placed 4 inches apart on the floor to represent a "narrow bridge."
- A small table turned on its side and placed a few feet from the "bridge" to represent "Grandmother's house".

STEPS:

1. Gather the children together and tell them the following story:

   Once upon a time, a group of children just like you decided to visit their grandmother. Their grandmother lived just on the other side of the forest, and trips to her house were always exciting because the children were never quite sure what they would see on the way there.

   Now, one thing they remembered from their last trip was the mysterious ducks in the pond. These ducks liked to be fed, but would only eat their favorite food and their favorite food happened to be macaroni. So the children took a big bowlful of macaroni with them as they started on their trip.

   Let's take an imaginary walk to grandma's house.

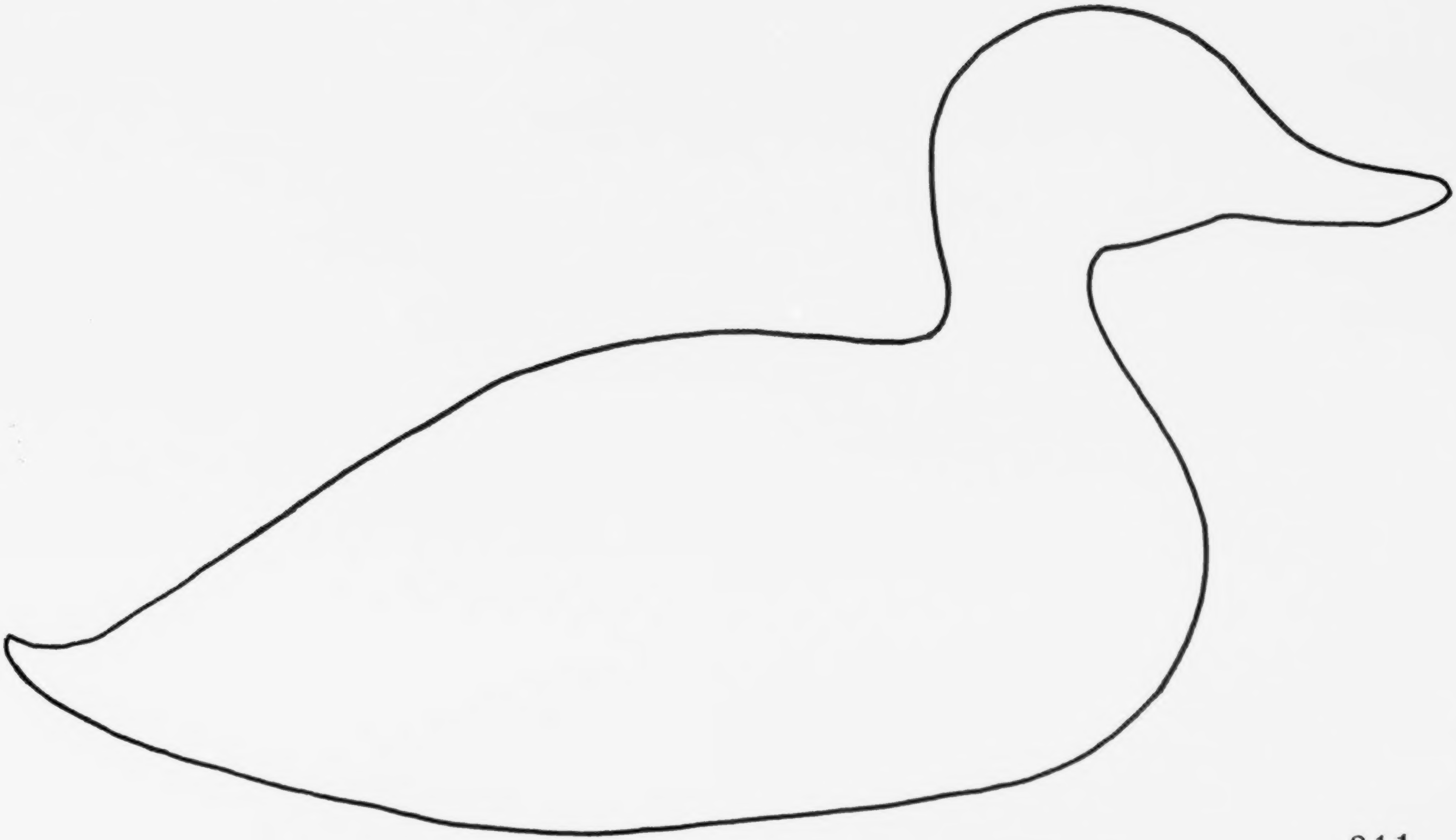
   Walk to the duck area with the children. Tell them that the ducks are very shy, and the children will have to stay a few feet away from them. *Let's see if you can feed the ducks. Throw a piece of macaroni to them. If it lands on a duck, that means that the duck has eaten it.* Tell the children to take one piece of macaroni at a time,

ASSESSMENT QUESTIONS:

Can the child throw pieces of macaroni on the ducks?

COORDINATION

	and encourage them to aim for a particular duck before they throw.	
2.	When each child has had several opportunities to feed the ducks, lead the children over to the rug and say, *Oh, dear, look at that trap. We can't walk on either side of it because it's too muddy. We'll have to jump over it. We'll all have to back up a few feet, then each one of us can run up to the trap and take a big jump!* Demonstrate by going first, then wait on the other side for each one in the group to jump.	Can the child longjump over the trap?
3.	Take the children to the parallel strips of tape. Tell them, *Now here we have a very narrow bridge. Oh, dear, I think I see alligators in the water under the bridge! We'll have to walk very carefully over the bridge so the alligators don't nip us!* Give each child plenty of time to walk over the "bridge" then take the entire group to the "house". *We made it to Grandma's at last! What an exciting trip!*	Can the child walk on the "bridge"?
4.	*We have to go back the same way we came, but to make our trip interesting, let's now think about what different things we might see.* Encourage the children to use their imagination to think of other animals or obstacles they might encounter. Then begin the trip back home, and as you approach each obstacle, ask the children to describe other ways to get over the obstacle. For example, some ideas for the "bridge" might be to tiptoe over it, walk sideways, walk backwards, or skip over it. Incorporate their different animal ideas with their new ideas for maneuvering over obstacles. Praise their ideas.	Can the child think of different ideas for the return trip?



311

PSYCHOMOTOR TALENT ACTIVITY
Bouncing Balloons

MATERIALS:

- An inflated balloon for each child (Have a few extra on hand in case some pop).
- Two records, one that has a moderate rhythm and one that has a quick, rapid rhythm.
- A record player.

STEPS:	ASSESSMENT QUESTIONS:	
1. Hand a balloon to each child. *Have you ever thrown a balloon in the air and caught it? Do you think it's just like throwing and catching a ball? Let's try it!* Encourage the children to toss the balloons up several times and to catch them. Be sure that the children use only their own balloon while doing this.	Can the child toss a balloon in the air and catch it?	COORDINATION
2. *Now I'm going to play some music. I want you to keep playing with your balloon by throwing it in the air, catching it, throwing it to someone else, kicking it, batting it, or doing anything else you want with it. But while you're doing this, I want you to listen to the music and move with the music.* Play the moderate music and encourage the children to move along with it.	Can the child move to music while playing with the balloons?	EXPRESSIVENESS
3. Now explain, *I'm going to ask you to do several different things with your balloons fairly quickly. Listen carefully!* Give a series of different directions changing the directions frequently. For example, *Use your hands to bounce the balloon in the air, use your foot to kick it in the air, bounce the balloon with your head as you walk toward me, now keep bouncing it while you walk away from me, now stop walking but keep bouncing your balloon.*	Can the child move from one skill to the next on verbal command?	EASE & QUICKNESS
4. Now play the record that has a faster beat. Continue giving the children a series of directions but at a faster pace. Observe if the children easily keep up with the requested movements without tiring.	Can the child continue the activity through the entire song?	FITNESS

PSYCHOMOTOR TALENT ACTIVITY--Bouncing Balloons

Conclude the activity by asking the children to carry their balloon to their boxes (or cubbies) so that they may take them home at the end of the day. Make the activity more strenuous by adding hopping on one foot or both feet, jogging in place, touching the floor or turning around, etc. while playing with their balloons.

PSYCHOMOTOR TALENT ACTIVITY
Penny On A Picture

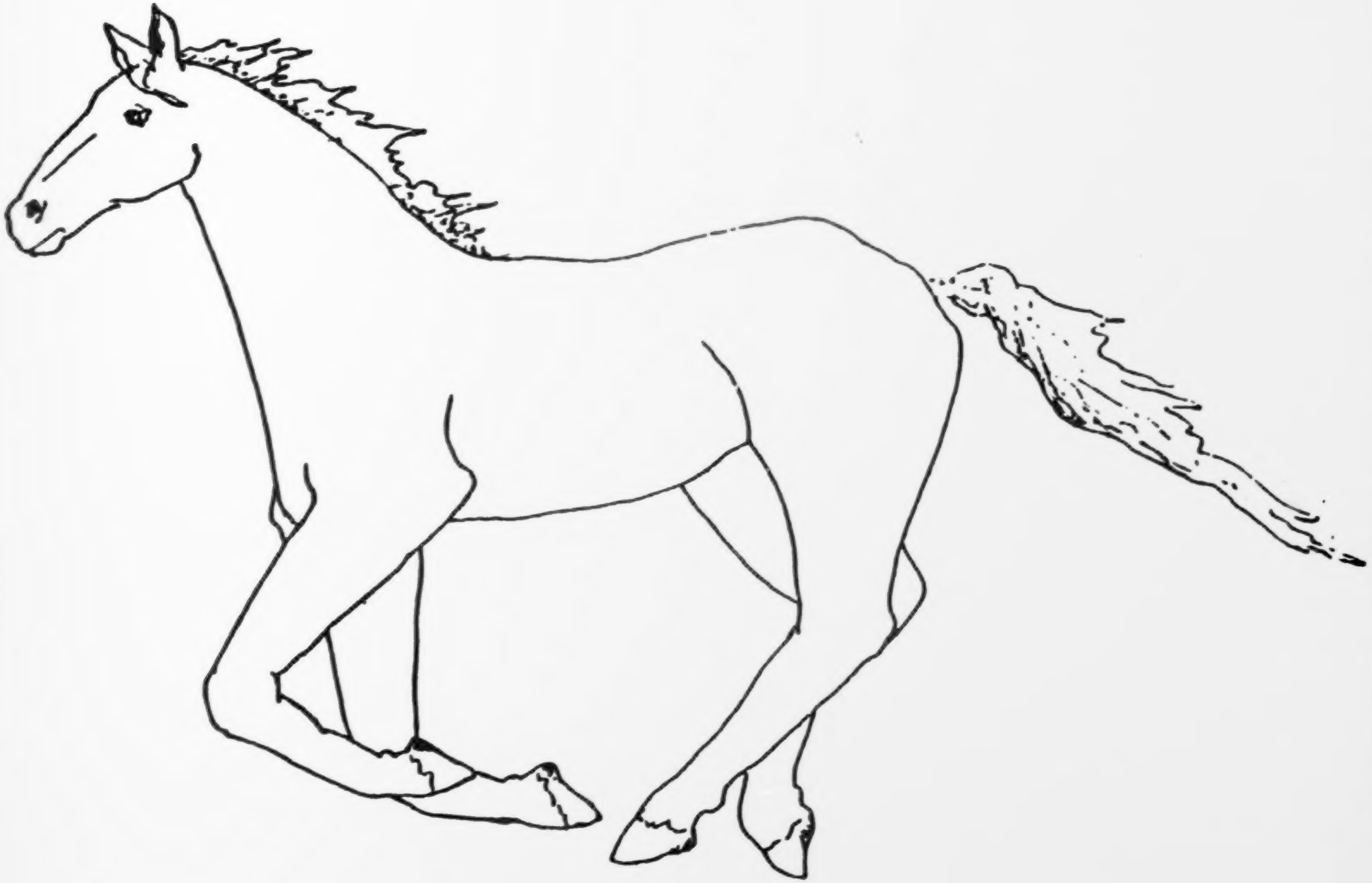
MATERIALS:

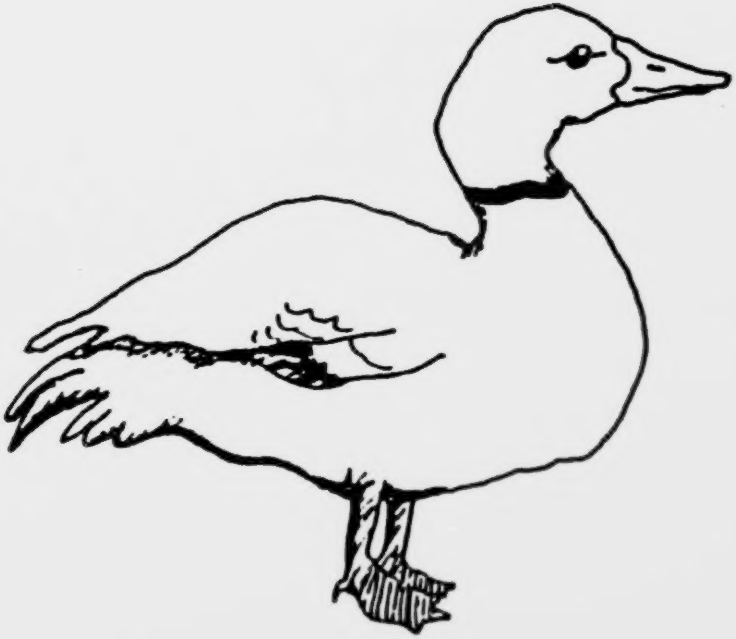
- Pictures of animals (included at the end of this activity).

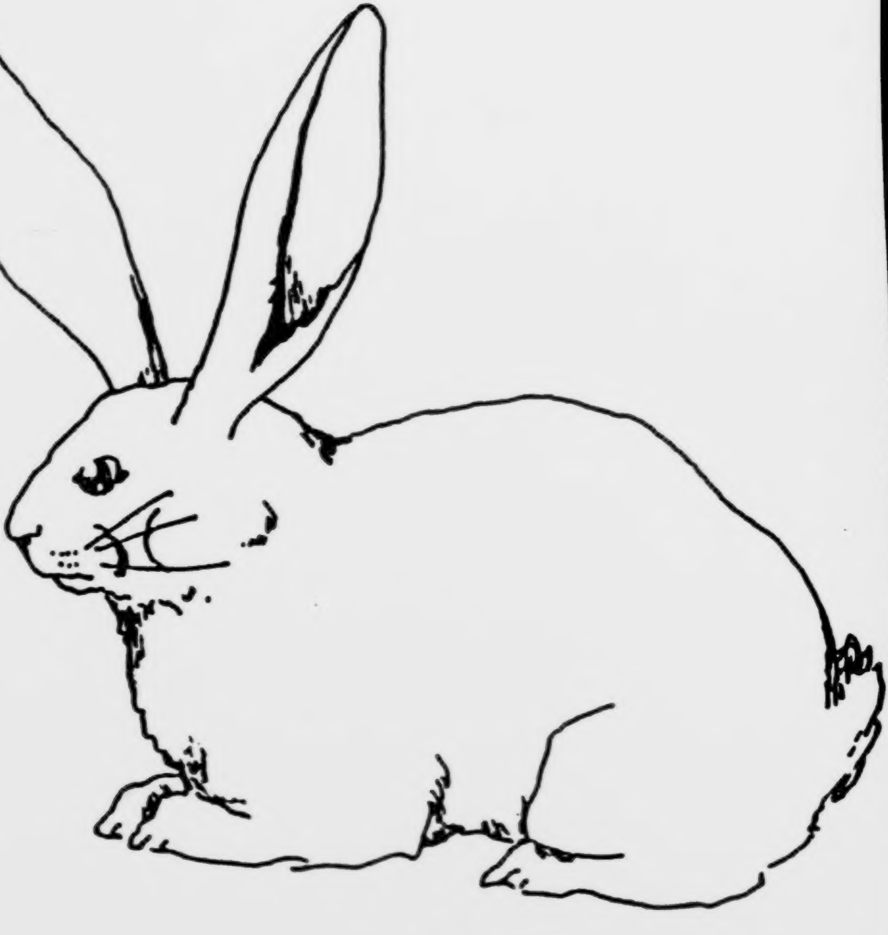
- A penny for each child.

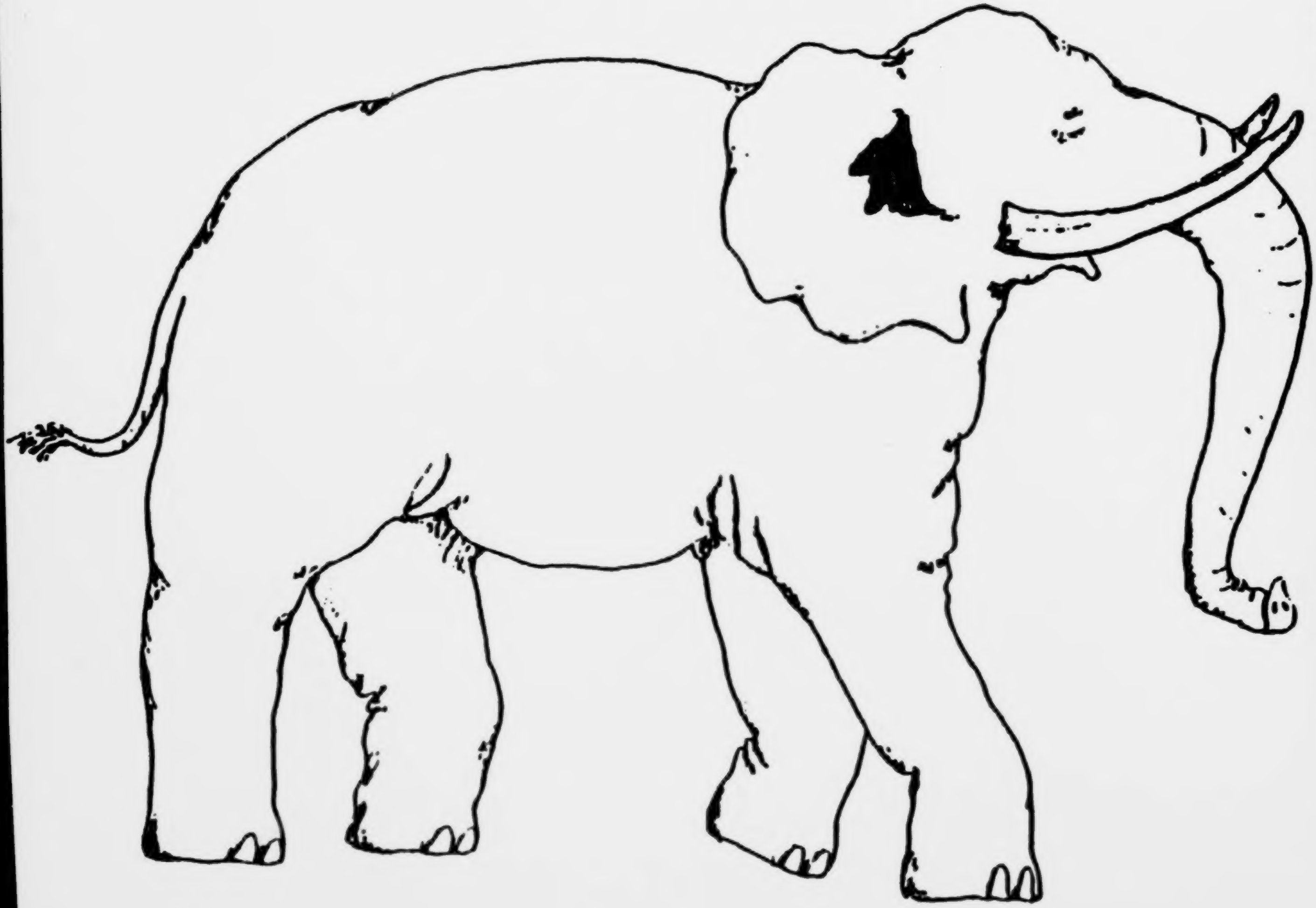
STEPS:	ASSESSMENT QUESTIONS:
1. Arrange the animal pictures on the floor a few inches apart from each other. Have the children line up about two feet from the pictures. Then give each one a penny. *When it's your turn, see if you can throw the penny so that it lands on one of the pictures.* When a penny does land on a picture, ask the group to name the object in the picture. Let each child have a few turns pitching the penny. Vary the distance the children stand from the group of pictures, making it further away as they get better.	Can the child pitch the penny so it lands on a picture?
2. Tell the children that they will each have another turn to throw the pennies, but this time they are to show the group how the animal moves that is in the picture their penny lands on. Have them watch as you demonstrate. As each animal is imitated, remove it from the group of pictures.	Can the child imitate the movement of an animal?
3. Have the children stand in a group, facing you. Tell the children that you are going to show them one picture for a short time and then will change to another picture. Say, *I want you to move the way the animal I am showing you would move, but watch carefully, because I will change from one picture to another.*	Can the child sustain different movements over a period of time?
4. Seat the children in a group before you. Say, *We have moved the way animals move when they are healthy and strong. Now I want you to think about how these animals might move in other ways. How would they move if they hurt a leg? How would they move if they were sick? How would they move if they were very old or very young? Each one of you will have a turn to show us with your body how an animal moves in a different way. Don't tell us—show us and let us guess what animal you are and what you are telling us about the animal by the way you are moving.*	Can the child demonstrate unusual animal behavior through body movement?

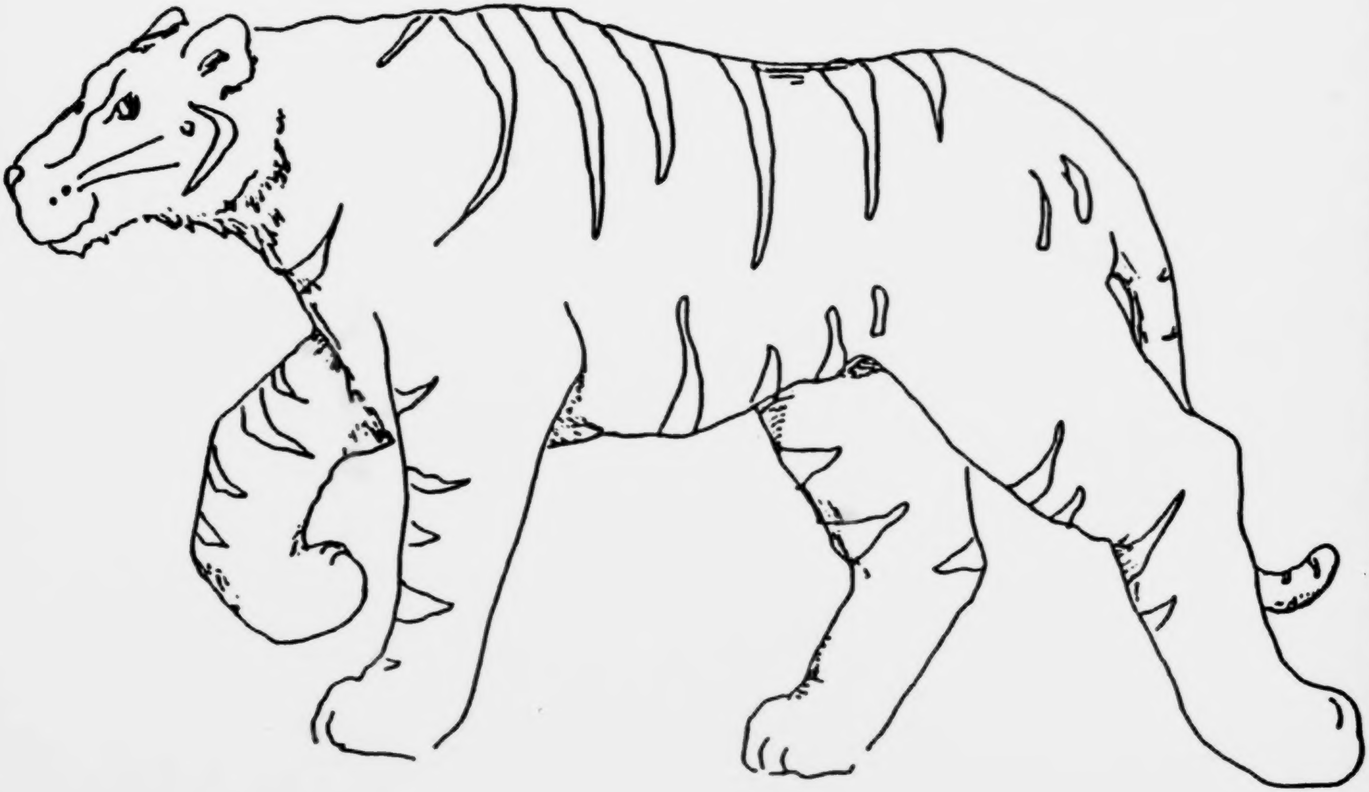
COORDINATION
EASE & QUICKNESS
FITNESS
EXPRESSIVENESS











BOHST
Bringing Out Head Start Talents

PROGRAMMING MATERIALS

PROGRAMMING MATERIALS

Page

TALENT ASSESSMENT RECORDS

Instructions 235
Intellectual Talent Assessment Record 237
Creative Talent Assessment Record 239
Leadership Talent Assessment Record 241
Art Talent Assessment Record 243
Music Talent Assessment Record 245
Reading Talent Assessment Record 247
Math Talent Assessment Record 249
Science Talent Assessment Record 251
Psychomotor Talent Assessment Record 253

TALENT EDUCATION PLAN (TEP)

Instructions 255
Blank TEP 259
Sample completed TEP 261

END-OF-THE-YEAR TALENT REPORTS

Instructions 263
Cover page of the End-of-the-Year Talent Report 265
Intellectual End-of-the-Year Talent Report 267
Creative End-of-the-Year Talent Report 269
Leadership End-of-the-Year Talent Report 271
Art End-of-the-Year Talent Report 273
Music End-of-the-Year Talent Report 275
Reading End-of-the-Year Talent Report 277
Math End-of-the-Year Talent Report 279
Science End-of-the-Year Talent Report 281
Psychomotor End-of-the-Year Talent Report 283

TALENT ASSESSMENT RECORD

Instructions

The purpose of the Talent Assessment Record is to keep track of the child's strengths and needs within his or her talent area. There are nine different Talent Assessment Records--one for each area of talent. Each child who has been identified should have a single Assessment Record for the identified talent area(s). (It is not necessary, however, to complete an Assessment Record for other children who are included in the small group activities).

The first column on the form includes the titles of all ten activities provided in this manual. Next to the titles are the four assessment questions from the lessons followed by the numbers to use when rating the child's performance. Notice that these questions are each placed under the column that corresponds to the skill area being assessed.

The first three talent activities comprise the initial assessment that you will use in completing the Talent Education Plan (TEP). A blank line is included on the form so that you can average the child's scores from these first three activities. These averages will help you determine the child's initial abilities in the talent area. By continuing to rate the child's skills as you complete each activity, you will be able to monitor the child's progress in the talent area throughout the year. At the end of the year you can compare the average from the first three activities to the average of the last seven activities in order to assess the child's growth in the talent area.

Child ______________________

Teacher ______________________

School ______________________

INTELLECTUAL TALENT ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

ACTIVITY	Date	SEEING RELATIONSHIPS	PROBLEM-SOLVING	COMMUNICATING	REMEMBERING
Shapes of Things		Can the child identify similarities and differences among various outlines? 1 2 3 4	Can the child match an object to an outline? 1 2 3 4	Can the child discuss matching shapes? 1 2 3 4	Can the child remember which object made a designated outline? 1 2 3 4
Pollution Solutions		Can the child think of and recognize other forms of pollution? 1 2 3 4	Can the child state possible solutions to the litter problem? 1 2 3 4	Can the child discuss why throwing the paper on the floor is not a good idea? 1 2 3 4	Can the child name other types of litter and the places it is seen? 1 2 3 4
Holding Water		Can the child sort the objects into two groups? 1 2 3 4	Can the child determine whether or not an object holds water and explain the reason? 1 2 3 4	Can the child describe at least one object? 1 2 3 4	Does the child remember the results of the experiment? 1 2 3 4
AVERAGE					
Animal Friends		Can the child perceive differences or similarities (in size, shape, color, etc.) among the animals? 1 2 3 4	Can the children solve a dispute that occurs between animals? 1 2 3 4	Can the child explain why a group of animals belongs together? 1 2 3 4	Can the child name all twelve animal friends? 1 2 3 4
Snow or No?		Can the child name the positive aspects of snow? 1 2 3 4	Can the child discuss why there should or should not be snow? 1 2 3 4	Can the child discuss some negative aspects of snow? 1 2 3 4	Can the child recall several things to do in the snow? 1 2 3 4
Size Me Up		Can the child correctly line up by height? 1 2 3 4	Can the child compare heights and choose the shortest child? 1 2 3 4	Can the child participate in retelling a version of the story? 1 2 3 4	Can the child recall the order of heights and rank them in reverse order? 1 2 3 4
Playing Games		Can the child compare the new game to another game? 1 2 3 4	Can the child use the materials provided to invent a game? 1 2 3 4	Can the child clearly explain the rules and procedures of the newly invented game? 1 2 3 4	Can the child play the new game? 1 2 3 4
Patterns		Can the child continue a more complex pattern? 1 2 3 4	Can the child use the process of elimination to choose the next figure in a simple pattern? 1 2 3 4	Can the child create a pattern and explain it to the group? 1 2 3 4	Can the child remember and reproduce a pattern just seen? 1 2 3 4
What's Next?		Can the child order the figures into a logical pattern? 1 2 3 4	Can the child use the process of contrast and comparison to arrive at the next figure in the progression? 1 2 3 4	Can the child explain the order of the figures? 1 2 3 4	Can the child remember a figure seen seconds earlier? 1 2 3 4
One, Two, Three		Can the child explain the order behind the pictures in a set? 1 2 3 4	Can the child put the pictures in order? 1 2 3 4	Can the child tell a short story, using the three pictures in a set? 1 2 3 4	Can the child play a memory game using the pictures? 1 2 3 4
AVERAGE					

BEST COPY AVAILABLE

Child ______________________________

Teacher ____________________________

School _____________________________

CREATIVE TALENT ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

ACTIVITY	Date	FLUENCY	ORIGINALITY	ELABORATION	FLEXIBILITY
Flying High		Can the child name several things that a bird may see while flying through the air? 1 2 3 4	Can the child think of an original way to conclude the bird's adventure? 1 2 3 4	Can the child draw a picture of the bird's flight showing how it may have looked? 1 2 3 4	Can the child imagine what it's like to be a bird in a variety of situations? 1 2 3 4
Marble Painting		Can the child see several different pictures in each marble painting? 1 2 3 4	Does the child tell an original story? 1 2 3 4	Can the child use several paintings to tell a story? 1 2 3 4	Can the child see pictures in two paintings combined? 1 2 3 4
What Would Happen If . . .		Can the child name many changes or differences in a land without sunshine? 1 2 3 4	Can the child think of unique or unusual implications of living without sunshine? 1 2 3 4	Can the child tell part of a story about a land without sunshine? 1 2 3 4	Can the child imagine being in a world without sunshine, stating some of the differences? 1 2 3 4
AVERAGE					
Zork Returns		Can the child think of more than one idea for using the cup and rock together? 1 2 3 4	Can the child think of an unusual way to use a rock and a cup together? 1 2 3 4	Can the child demonstrate the use of the bag with an unrelated object through pantomime? 1 2 3 4	Can the child pair the bag with different objects and give a reason for each pairing? 1 2 3 4
Tell Me a Story		Can the child think of more than one possible title for the picture? 1 2 3 4	Can the child think of an imaginative and/or unusual title for the book? 1 2 3 4	Can the child carry out the idea of the chosen title by telling at least part of the story? 1 2 3 4	Can the child tell a different story for the same picture? 1 2 3 4
A Story from Slurp		Can the child state several things that could make such a sound? 1 2 3 4	Can the child describe an activity that can be done while hopping backwards? 1 2 3 4	Is the child able to describe the creature in detail? 1 2 3 4	Can the child improvise a solution to a problem? 1 2 3 4
Through a Window		Can the child name several things that might be in the toy shop window? 1 2 3 4	Can the child name an unusual or original toy that could be in the window? 1 2 3 4	Can the child pretend to be one of the original toys named? 1 2 3 4	Can the child describe being a doll in the toy store at night? 1 2 3 4
The Finishing Touch		Can the child give more than one idea for completing the design? 1 2 3 4	Can the child think of an original way to complete the picture? 1 2 3 4	Can the child carry out his or her idea by completing the picture? 1 2 3 4	Can the child think of additional ideas when the design is turned upside down or sideways? 1 2 3 4
Alien Uses		Can the child think of many uses for the fork? 1 2 3 4	Can the child think of an unusual and unique use of a fork? 1 2 3 4	Can the child demonstrate using the fork in an unusual way? 1 2 3 4	Can the child think of different ways to use a fork? 1 2 3 4
Square Ideas		Can the child think of a different idea for each page in the booklet? 1 2 3 4	Does the child use original ideas in his or her pictures or a typical idea in an unusual way? 1 2 3 4	Does the child draw a picture of the "class idea," including details in the picture? 1 2 3 4	Can the child complete a picture containing two squares? 1 2 3 4
AVERAGE					

BEST COPY AVAILABLE

Child ______________________________

Teacher ______________________________

School ______________________________

LEADERSHIP TALENT ACTIVITY ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

ACTIVITY	Date	ORGANIZING	SELF-CONFIDENCE	SENSITIVITY	PERSUADING
Introductions		Can the child form questions which will gain pertinent information? 1 2 3 4	Is the child able to introduce another child in a confident manner? 1 2 3 4	Can the child demonstrate having learned about the others by answering the riddles? 1 2 3 4	Is the child able to dictate a persuasive friendship ad? 1 2 3 4
Capturing the Market		Can the child devise a clear plan for marketing the product? 1 2 3 4	Can the child act independently in designing an original product? 1 2 3 4	Can the child suggest a problem and a way to solve it? 1 2 3 4	Does the child convincingly sell the product? 1 2 3 4
Blind Walk		Can the child organise the physical aspects of the course? 1 2 3 4	Can the child talk about his or her feelings as a "blind person"? 1 2 3 4	Can the child identify the needs of a "blind partner"? 1 2 3 4	Does the "blind" partner trust and follow the child? 1 2 3 4
AVERAGE					
Tour Guide		Can the child organise a logical tour sequence? 1 2 3 4	Does the child volunteer to be a tour guide? 1 2 3 4	Does the child make positive comments about the performance of the other children? 1 2 3 4	Can the child interest the other children in the chosen features of the tour? 1 2 3 4
It's Show Time		Can the child organise the elements of a play successfully? 1 2 3 4	Can the child give reasons why he or she would be a good director? 1 2 3 4	Does the child show understanding of other people's desires by suggesting they be assigned the part they want? 1 2 3 4	Can the child persuade others to accept his or her choice? 1 2 3 4
I'm the Teacher		Can the child teach a skill in a clearly organised manner? 1 2 3 4	Can the child demonstrate a skill before the group? 1 2 3 4	Do the child's comments show consideration of others' attempts at teaching? 1 2 3 4	Can the child convince the others to try a new activity? 1 2 3 4
Shipwreck in Space		Can the child contribute to organising a plan? 1 2 3 4	Can the child make up a conclusion to the story and tell it to the group? 1 2 3 4	Does the child show understanding of another person's fears? 1 2 3 4	Can the child state an opinion in such a way as to convince others? 1 2 3 4
Is It Bad to Get Mad?		Is the child able to organise and present a simple puppet play? 1 2 3 4	Is the child able to role play and improvise dialogue in front of the group? 1 2 3 4	Does the child's responses indicate a concern for others? 1 2 3 4	Can the child work with another child, persuading the child to accept his or her decisions? 1 2 3 4
In This Ring. . .		Can the child make suggestions to organise the program? 1 2 3 4	Is the child able to announce an act? 1 2 3 4	Is the child kind in comments about other people's abilities? 1 2 3 4	Is the child able to persuade other children to accept his or her ideas? 1 2 3 4
Party Time		Can the child make suggestions for organising the party? 1 2 3 4	Can the child present and defend party ideas? 1 2 3 4	Is the child receptive to the other children's ideas? 1 2 3 4	Is the child able to persuade the others that his or her idea is the best? 1 2 3 4
AVERAGE					

Child ______________________________

Teacher ____________________________

School _____________________________

ART TALENT ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

ACTIVITY	VISUAL AWARENESS	ORIGINALITY	TECHNIQUE	ART APPRECIATION
That's Art?	Can the child discuss the lines drawn in various pictures? 1 2 3 4	Can the child express a feeling through his or her picture? 1 2 3 4	Can the child use the paint and brush to show the intended feeling? 1 2 3 4	Can the child critique a work and think of ways it could be changed? 1 2 3 4
Textured Paintings	Can the child look at an object and describe its texture? 1 2 3 4	Does the child name a substance which will give the painting a different texture? 1 2 3 4	Does the child experiment with textures? 1 2 3 4	Can the child comment on the textured effects in the picutre? 1 2 3 4
Picture Framer	Can the child describe what is seen through the camera lens? 1 2 3 4	Does the child think of a unique title for the picture? 1 2 3 4	Can the child find a set of objects to compose a "framed picture"? 1 2 3 4	Can the child choose a favorite picture and give reasons why it is pleasing? 1 2 3 4
AVERAGE				
Police Artists	Does the child's sketch correspond to your description? 1 2 3 4	Can the child draw the back view of the monster? 1 2 3 4	Can the child draw a picture of a monster? 1 2 3 4	Can the child judge which pictures fit specific categories? 1 2 3 4
Hide-and-Seek Artists	Can the child find shapes in a picture? 1 2 3 4	Does the child demonstrate originality in hiding the figure? 1 2 3 4	Can the child draw a picture which effectively conceals the shapes? 1 2 3 4	Can the child select a favorite picture and talk about the choice? 1 2 3 4
Contour Drawing	Can the child "draw" the object in the air? 1 2 3 4	Does the child draw a picture that is different from all the others? 1 2 3 4	Does the child look at the object the entire time and draw without lifting the pen? 1 2 3 4	Can the child compare the completed pictures and discuss a favorite one? 1 2 3 4
Land of Sweets and Treats	Can the child visualize an object and describe it? 1 2 3 4	Can the child create a picture of an imaginary place? 1 2 3 4	Can the child use the crayons to depict an idea? 1 2 3 4	Can the child answer questions about the pictures? 1 2 3 4
Picture Starters	Can the child picture different ways to complete the design and describe them? 1 2 3 4	Does the child complete the picture in a different position or in an unusual way? 1 2 3 4	Can the child complete the picture by trying to include realistic details? 1 2 3 4	Can the child turn the design in various ways to consider more than one viewpoint? 1 2 3 4
Faces, Faces, Faces	Can the child choose a shape that matches a face? 1 2 3 4	Can the child change the appearance on the face drawing? 1 2 3 4	Can the child draw a face on the shape? 1 2 3 4	Can the child answer questions about the face pictures? 1 2 3 4
Mystery Bowl	Can the child describe the physical appearance of the mystery bowl? 1 2 3 4	Can the child draw the bowl again, this time including an imaginary object in it? 1 2 3 4	Can the child draw a picture of the bowl? 1 2 3 4	Can the child discuss differences in the picture? 1 2 3 4
AVERAGE				

BEST COPY AVAILABLE

Child ______________________________

Teacher ____________________________

School _____________________________

MUSIC TALENT ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

ACTIVITY	Date	APPRECIATING MUSIC	PERFORMING	ORIGINALITY	LISTENING
Mood Music		Can the child describe how music sounds when it creates a mood? 1 2 3 4	Can the child sing a song that expresses a desired mood? 1 2 3 4	Can the child create a musical phrase which expresses mood? 1 2 3 4	Can the child discuss a mood created by the music? 1 2 3 4
Up or Down?		Can the child discuss his or her preferences in high and low sounds? 1 2 3 4	Can the child indicate high and low sounds through body movements? 1 2 3 4	Can the child discover a high sound and a low sound? 1 2 3 4	Can the child identify high and low sounds? 1 2 3 4
I've Got Rhythm		Can the child discuss the rhythms heard in music? 1 2 3 4	Can the child move appropriately to a drum rhythm? 1 2 3 4	Can the child create a rhythm? 1 2 3 4	Can the child listen to a rhythm and reproduce it? 1 2 3 4
AVERAGE					
Music Hide-and- Seek		Can the child describe the sounds? 1 2 3 4	Can the child play a musical instrument while hiding alone? 1 2 3 4	Can the child change the sound an instrument makes? 1 2 3 4	Can the child identify where the music is coming from? 1 2 3 4
What Did You Sing?		Can the child state what was good about a particular performance? 1 2 3 4	Can the child sing a solo before the group? 1 2 3 4	Can the child create a musical question? 1 2 3 4	Can the child remember a simple musical phrase and repeat it? 1 2 3 4
Notes, Notes, Notes		Can the child demonstrate understanding of musical notation by locating specific items on the staff? 1 2 3 4	Can the child sing a song while using hand motions to indicate ascending and descending notes? 1 2 3 4	Can the child show understanding of ascending or descending musical phrases by creating a musical phrase? 1 2 3 4	Can the child listen to a musical phrase and state whether it goes up or down? 1 2 3 4
Let's Make Music		Can the child think of ways to make the song sound better? 1 2 3 4	Can the child sing loudly or softly following dynamic markings? 1 2 3 4	Can the child find objects on which to make a loud sound and a soft sound? 1 2 3 4	Can the child answer questions about the dynamics of music? 1 2 3 4
Drum Talk		Can the child decide what rhythm is best for a situation and clap it? 1 2 3 4	Can the child interpret the drum rhythm in his movements? 1 2 3 4	Can the child create a rhythm and play it? 1 2 3 4	Can the child hear a basic difference in a drum rhythm and clap it? 1 2 3 4
Music, Wonderful Music		Can the child describe what musical sound is most pleasing? 1 2 3 4	Can the child play three instruments? 1 2 3 4	Can the child create a different pattern with five instruments? 1 2 3 4	Can the child reproduce three sounds in sequence? 1 2 3 4
Sing a Story		Can the child make suggestions to improve a performance? 1 2 3 4	Can the child perform an assigned part? 1 2 3 4	Can the child create a melody for a repeated phrase? 1 2 3 4	Can the child listen and sing the line at the appropriate time? 1 2 3 4
AVERAGE					

Child ______________________________

Teacher ____________________________

School _____________________________

READING TALENT ASSESSMENT RECORD

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

ACTIVITY	Date	SPEAKING CLEARLY	LISTENING PHONETICALLY	UNDERSTANDING IDEAS	DECODING
Personal Interviews		Can the child tell about his or her experiences? 1 2 3 4	Can the child supply a missing word after hearing the beginning sound? 1 2 3 4	Can the child answer questions about a story? 1 2 3 4	Can the child find his or her name and circle it? 1 2 3 4
Treasure Hunt		Can the child describe and tell why something is valuable? 1 2 3 4	Can the child find the treasure by listening to a rhyming clue? 1 2 3 4	Can the child set up a treasure hunt? 1 2 3 4	Can the child 'read' symbols? 1 2 3 4
Having Fun With Poetry		Does the child use descriptive words when discussing experiences? 1 2 3 4	Can the child associate a letter with a sound? 1 2 3 4	Can the child answer questions about the meaning of a poem? 1 2 3 4	Can the child identify a repeated sound? 1 2 3 4
AVERAGE					
Under the Big Top		Can the child announce his performance? 1 2 3 4	Can the child finish a word if he is given the beginning sound? 1 2 3 4	Does the child understand three-step directions? 1 2 3 4	Can the child match identical symbols? 1 2 3 4
Round Robin Story Telling		Can the child make up a part to a story? 1 2 3 4	Can the child supply a missing word after hearing only the beginning sound? 1 2 3 4	Can the child answer questions about the story? 1 2 3 4	Can the child create a symbol to stand for part of the story? 1 2 3 4
Name Scramble		Is the child able to express an opinion? 1 2 3 4	Can the child identify the beginning sound of his or her name? 1 2 3 4	Can the child identify two names which contain the same letter? 1 2 3 4	Can the child reconstruct his or her name? 1 2 3 4
Word Bingo		Can the child give word clues to the other children? 1 2 3 4	Can the child match words that rhyme? 1 2 3 4	Can the child choose a word which will accurately complete a sentence? 1 2 3 4	Can the child match a word to the picture it represents? 1 2 3 4
Let's Go Shopping		Can the child tell about a favorite kind of store? 1 2 3 4	Can the child think of words which begin with a specific sound? 1 2 3 4	Can the child contribute ideas for ways to organize a store? 1 2 3 4	Can the child match a picture with the beginning sound? 1 2 3 4
What's In a Story?		Can the child make up a new ending to the story? 1 2 3 4	Can the child state words that rhyme? 1 2 3 4	Is the child able to answer questions about the structure of the story? 1 2 3 4	Can the child match identical words? 1 2 3 4
Rhyming Riddles		Can the child look at a picture and then make up a riddle about the object it represents? 1 2 3 4	Can the child give an answer that rhymes? 1 2 3 4	Can the child answer questions about the riddle? 1 2 3 4	Can the child tell which words rhyme by the way they look? 1 2 3 4
AVERAGE					

Child ______________________________

Teacher ____________________________

School _____________________________

MATH TALENT ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

ACTIVITY	Date	KNOWING NUMBERS	SEEING CONNECTIONS	ABSTRACTION	USING MATH
Birthday Chart		Can the child name the correct number of birthdays in a given month? 1 2 3 4	Can the child compare birthday information as shown on the chart? 1 2 3 4	Can the child relate the total number of colored squares to the total number of children in the class? 1 2 3 4	Can the child correctly fill in a similar chart with little or no teacher assistance? 1 2 3 4
Measure Up		Does the child show an understanding of numbers by measuring? 1 2 3 4	Does the child show understanding of units of measurement by giving examples? 1 2 3 4	Is the child able to predict that it will take more smaller items than large ones to measure the same length? 1 2 3 4	Can the child measure correctly using a variety of tools? 1 2 3 4
People Patterns		Can the child correctly identify the number of chairs in a set? 1 2 3 4	Can the child identify a pattern and continue it? 1 2 3 4	Does the child show understanding of patterning by creating new people patterns? 1 2 3 4	Can the child identify a less obvious pattern? 1 2 3 4
AVERAGE					
Special Order		Can the child put numbers in their proper sequence? 1 2 3 4	Can the child match numerals on the clothespins with the numbers represented by the dots? 1 2 3 4	Does the child show understanding that any set of objects can be represented by a matching numeral? 1 2 3 4	Can the child find a set of objects to match the number? 1 2 3 4
Equal Groups		Can the child accurately count the number of beans and the number of groups? 1 2 3 4	Can the child correctly compare groups that are equal? 1 2 3 4	Can the child identify the total number of beans as staying the same regardless of the number of groups? 1 2 3 4	Can the child divide a given number of objects into equal groups in at least two different ways? 1 2 3 4
And They're Off		Can the child identify and count the numbers on the yardstick and on the die? 1 2 3 4	Can the child mentally add two numbers? 1 2 3 4	Does the child understand that a number can be the sum of several smaller numbers? 1 2 3 4	Can the child add numbers to a total of 36? 1 2 3 4
One More, One Less		Can the child identify the number of bears? 1 2 3 4	Can the child add or subtract mentally? 1 2 3 4	Does the child show understanding of number relationships by mentally adding and subtracting one from a number? 1 2 3 4	Can the child add or subtract one from larger numbers? 1 2 3 4
It's About Time		Can the child correctly state the number of seconds? 1 2 3 4	Can the child choose which number of seconds is a longer time? 1 2 3 4	Can the child predict a reasonable time by comparing the other numbers? 1 2 3 4	Can the child estimate a reasonable amount of time in other situations? 1 2 3 4
Stone Wizard		Does the child count the stones correctly? 1 2 3 4	Does the child demonstrate an understanding of "more" or "less" by responding correctly to the clues? 1 2 3 4	Can the child correctly give clues to the rest of the group? 1 2 3 4	Can the child correctly answer more difficult clues? 1 2 3 4
Fair Shares		Can the child correctly divide the lump of clay into four parts? 1 2 3 4	Does the child show understanding of one-to-one correspondence by putting a lump of clay on each plate? 1 2 3 4	Can the child apply the one-to-one concept by stating correctly how many treats each person will get? 1 2 3 4	Can the child correctly name how many items each chld will get? 1 2 3 4
AVERAGE					

Child ______________________________

Teacher ______________________________

School ______________________________

SCIENCE TALENT ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

ACTIVITY	Date	REMEMBERING	OBSERVING	ORGANIZING	PROBLEM-SOLVING
Beat It!		Can the child show where the heart is located and tell what it is? 1 2 3 4	Is the child able to compare the difference in heartbeat during rest and after exertion? 1 2 3 4	Can the child categorize the physical actions? 1 2 3 4	Does the child show an understanding of the connection between activity and pulse? 1 2 3 4
Eye-Level with a Worm		Can the child name small animals or insects that live on the ground? 1 2 3 4	Does the child comment on what he or she sees while crawling on the ground? 1 2 3 4	Can the child record what a "Crawling creature" sees by drawing a picture of something? 1 2 3 4	Can the child anticipate changes in the surroundings and tell about them? 1 2 3 4
Rocks, Water, and Air		Can the child answer questions about properties of substance? 1 2 3 4	Can the child describe differences between a solid, a liquid, and a gas? 1 2 3 4	Can the child choose the right category for a specific substance? 1 2 3 4	Can the child identify substances from listening to clues? 1 2 3 4
AVERAGE					
Soil Explorers		Can the child identify things he or she has previously seen in the soil. 1 2 3 4	Does the child look carefully at the soil, commenting on any discoveries? 1 2 3 4	Can the child sort his or her discoveries into categories? 1 2 3 4	Can the child make predictions about other types of soil? 1 2 3 4
Shipwrecked		Can the child name items that might be found on a wooded island? 1 2 3 4	Can the child describe changes in the objects' appearance from dry to wet? 1 2 3 4	Can the child use the results of the experiments to complete the story? 1 2 3 4	Can the child predict whether a wet or dry object will write? 1 2 3 4
Things That Shrink		Can the child state which column an item was placed under? 1 2 3 4	Does the child tell correctly whether an object gets smaller with use by looking at the object? 1 2 3 4	Can the child correctly classify an object as getting smaller or staying the same as it is used? 1 2 3 4	Can the child give a reason why some things get smaller with use while others don't? 1 2 3 4
Raindrops		Can the child recall and restate the weather forecast? 1 2 3 4	Can the child accurately compare amounts of rainfall in the different cans? 1 2 3 4	Can the child choose a variety of areas in which to measure rainfall? 1 2 3 4	Can the child think of reasons for different amounts of rain in the cans? 1 2 3 4
Zella's Zoo		Can the child correctly identify the pictured animals? 1 2 3 4	Can the child give a reason why certain animals are grouped together? 1 2 3 4	Can the child think of other ways to group the animals? 1 2 3 4	Can the child use a syllogism to draw a conclusion about a given animal? 1 2 3 4
A Little of This and A Little of That		Can the children name some basic baking ingredients? 1 2 3 4	Can the child comment on the changes that take place as the mixture bakes? 1 2 3 4	Can the child measure and tell the teacher the correct amounts used? 1 2 3 4	Can the child make up a recipe and predict how it will turn out? 1 2 3 4
Mystery Hole		Can the child name the objects which were seen before? 1 2 3 4	Can the child name objects in the picture? 1 2 3 4	Can the child organize the objects into categories? 1 2 3 4	Can the child form a hypothesis and justify it with reasons? 1 2 3 4
AVERAGE					

Child ______________________________

Teacher ____________________________

School _____________________________

PSYCHOMOTOR TALENT ASSESSMENT RECORD

Directions: After the child has completed the talent activity, circle the number which best describes the performance.

Rating Scale

1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

ACTIVITY	Date	EXPRESSIVENESS	COORDINATION	EASE AND QUICKNESS	FITNESS
Scarf Magic		Can the child move in a way that expresses happiness? 1 2 3 4	Can the child walk backwards on the taped line? 1 2 3 4	Can the child jump over an object approximately 20 inches high? 1 2 3 4	Can the child jump consecutively over a sustained period of time? 1 2 3 4
Mirror Images		Can the child create a face and copy another's face? 1 2 3 4	Can the child throw and catch balls with their partners? 1 2 3 4	Can the child move quickly with one leg tied to another child's leg? 1 2 3 4	Can the child jump for an extended period? 1 2 3 4
Safari		Can the child act out the sequence of events in mime? 1 2 3 4	Can the child maintain balance when taking big steps? 1 2 3 4	Can the child jump down from a chair? 1 2 3 4	Can the child run on tiptoes for a sustained period of time? 1 2 3 4
AVERAGE					
Following Footprints		Can the child move in a different way along the footprint path? 1 2 3 4	Can the child trace around a shoe and cut out the resulting footprint? 1 2 3 4	Can the child follow the footprints by moving both forwards and backwards? 1 2 3 4	Can the child jump from one pair of footprints to the next throughout the entire path? 1 2 3 4
Under the Big Top		Can the child imitate a circus performer? 1 2 3 4	Can the child catch a ball while in a kneeling position? 1 2 3 4	Can the child move rapidly in several different ways? 1 2 3 4	Can the child maintain a strenuous position for five to ten seconds? 1 2 3 4
Budding Gymnasts		Can the child create a set of athletic movements? 1 2 3 4	Can the child stand on one foot for at least eight seconds? 1 2 3 4	Can the child easily run a zigzag line? 1 2 3 4	Can the child run in place for a sustained time? 1 2 3 4
Follow the Yellow Brick Road		Can the child go through the course in a different way? 1 2 3 4	Can the child roll the ball through the course by tapping it with the bat? 1 2 3 4	Can the child move through the course quickly? 1 2 3 4	Can the child complete the course using a strenuous method? 1 2 3 4
Through the Woods		Can the child think of different ideas for the return trip? 1 2 3 4	Can the child throw pieces of macaroni on the ducks? 1 2 3 4	Can the child walk on the "bridge"? 1 2 3 4	Can the child long-jump over the trap? 1 2 3 4
Bouncing Balloons		Can the child move to music while playing with the balloons? 1 2 3 4	Can the child toss a balloon in the air and catch it? 1 2 3 4	Can the child move from one skill to the next on verbal commands? 1 2 3 4	Can the child continue the activity through the entire song? 1 2 3 4
Penny on a Picture		Can the child demonstrate unusual animal behavior through body movement? 1 2 3 4	Can the child pitch the penny so it lands on a picture? 1 2 3 4	Can the child imitate the movement of an animal? 1 2 3 4	Can the child sustain different movements over a period of time? 1 2 3 4
AVERAGE					

TALENT EDUCATION PLAN

Instructions

The Talent Education Plan (called the TEP for short) is a brief list of ideas in four categories for helping the identified child reach his or her potential in the talent area. This plan is to be developed at a meeting between the teacher, the aide, the trainer, and possibly the child's parents after the first three talent activities have been completed. The child's parents should be invited to the meeting or given a copy of the completed form on which to offer input. The meeting will take place after the teacher workshop on Talent Programming.

In order to prepare for the meeting, the teacher will need to fill out the top part of the TEP form by writing the appropriate information in the blanks. Using the Talent Assessment Record, the child's highest and lowest skill areas for this talent should be selected. The name of the skill area for which the child has the lowest average score is written in the box called "Skill areas that need improvement." The name of the skill area for which the child has the highest average score is written in the box called "Skill areas that need enrichment." Note that you may choose to write down more than one area if you think there are more than one that need improvement or enrichment.

The major part of the form called "Plans-to be filled out at the conference" is to be completed as a group at the TEP meeting. However, everyone involved should receive a copy of the form in advance in order to give them a chance to organize and jot down their ideas. Notice that there are four categories of things to consider in designing the plan:

> FOCUS ON THE ENVIRONMENT includes ways to change the classroom. For instance, this section might include ideas such as setting up a learning center, changing the daily schedule, putting up a bulletin board, etc.
>
> FOCUS ON THE CURRICULUM includes ways to adapt the remaining seven talent activities in this manual plus any other activities you may plan in this area. This means figuring out how to make different steps in the activities harder or easier depending on the identified child's abilities. Specifically, ideas might include introducing the lesson in another way, changing the follow-up to a lesson, or changing the materials used.
>
> FOCUS ON SPECIAL ACTIVITIES includes things you can do to enrich your program. For example, you might bring in special speakers who could share their expertise in the talent area, go on field trips, or plan special projects.
>
> FOCUS ON THE TEACHER includes ways to enrich yourself, to broaden your own interests or skills in the talent area. It is a different concept than you usually find in a child's education plan. However, by becoming more familiar with the talent area and perhaps even developing a personal interest in the area, you will increase not only your skills, but your enthusiasm in this area. Ideas for your enrichment might include reading a book, going to a museum or concert, watching a program, starting a project, or taking a mini course--basically anything you might enjoy doing in this talent area.

On the left side of the bottom portion of the form you will record all the ideas you decide upon at the TEP meeting. These plans should be specific but brief and state what the teacher or aide plan to do. For example, you might write "Set up math corner with counting blocks, displays, calculator, measuring spoons, etc." The right side of the page titled "Update--to be filled out as you go" provides space for noting comments regarding the outcome of each strategy as the teacher begins to carry out this plan. A sample completed TEP is included with this section.

One TEP is completed for each talent area, thus if a child is identified as talented in two or more areas, a TEP should be written for each talent area. By completing and using this plan, the child's talent development will be tailored to best meet his or her needs.

Talent Education Plan

Child's Name ______________________

Teacher ______________________

Talent Area ______________________

School ______________________

Date ______________________

Skill areas that need improvement:	Skill areas that need enrichment:

Plans - to be filled out at the conference	Update - to be filled out as you go
FOCUS ON THE ENVIRONMENT Ways to change your classroom:	What you've done/Comments
FOCUS ON THE CURRICULUM Ways to adapt the activities:	What you've done/Comments
FOCUS ON SPECIAL ACTIVITIES Ways to enrich your program:	What you've done/Comments
FOCUS ON THE TEACHER Ways to change yourself:	What you've done/Comments

Talent Education Plan

SAMPLE

Child's Name Mary

Talent Area Art

Teacher Barbara Jones

School Colonel Wolfe School

Date January 10

Skill areas that need improvement:	**Skill areas that need enrichment:**
Art Appreciation	Originality

Plans - to be filled out at the conference	**Update - to be filled out as you go**
FOCUS ON THE ENVIRONMENT **Ways to change your classroom:** - Have the art area available everyday during directed play. Rotate paints, clay, scraps of wood, etc. - Put up a bulletin board of art reproductions, possibly borrowed from the library or cut from old magazines or post cards. - Plan small group art lesson two times a week.	What you've done/Comments - Called lumber yard to get wood scraps. - Put plastic down on floor for art area. - Arranged to check out art prints from library every month. Mary is really aware of the new prints I put up. - Tried four small group art activities. Mary really enjoyed them.
FOCUS ON THE CURRICULUM **Ways to adapt the activities:** - Before each activity discuss an art appreciation idea for Mary to pay special attention to, e.g. balance, contrast. - Allow Mary to start over several times if she wants to--to help her think of more original ideas for her work. - Encourage Mary to use art materials in unusual ways. - After activities, take 5 minutes with Mary to help her talk about what she learned--to put words to art.	What you've done/Comments - Talked to Mary before & after art activities on 2 days. - Let Mary paint with a spoon, despite my reservations--she made an interesting picture. - Brought extra paper to the activity so Mary could start over or try different ideas.
FOCUS ON SPECIAL ACTIVITIES **Ways to enrich your program:** - Visit the art museum. - Try to bring in samples of usual forms of art e.g., batik, hand-made jewelry, T-shirt art, modern art, etc. - Visit to pottery studio. - Bring in library books with art work for special "clean hands" browsing. - Ask an artist to demonstrate for the class, perhaps could become a mentor for Mary.	What you've done/Comments - Field trip to art museum scheduled. - Talked to potter about visiting his studio next month. - Arranged special time for Mary to talk with the visiting artist. He may visit again just to work with Mary.
FOCUS ON THE TEACHER **Ways to change yourself:** - Read about modern art. Check out some art books from library. - Try my hand at soap carving. - Buy myself some new felt tips to doodle with when I'm on the phone at home.	What you've done/Comments - Made a mess out of a piece of soap, but had fun doing it. - Got some books out of the library.

END-OF-THE-YEAR TALENT REPORT

Instructions

In order to facilitate the continued development of each identified child's talent area, an End-of-the-Year Talent Report is completed and sent on to the child's teacher for the following year. The purpose of the report is to insure that the next teacher is aware of the child's special strengths or talents. By providing a detailed description of what the child has done during the past year, the new teacher will be better able to plan for the child's strengths in the future.

Each End-of-the-Year Talent Report is two pages long. The first page briefly explains the child's involvement in the BOHST project. The second page, which varies with each talent area, describes the child's talent in more detail. In the first column each of the four skill areas related to the talent is defined. Across from each skill area is space for recording the child's final average ratings from his or her Talent Assessment Record. Also provided is a general description of the kinds of activities and skills you focused on for each skill area. Under the heading "comments" is space for you to write notes about the child's performance with each area. You might tell about any special interests the child has or about what went especially well and what didn't, or any ideas you may have about continuing the child's talent development.

End-of-the-Year Talent Report

Child's Name: ______________________________

Area(s) of Strength: ______________________________

Teacher: ______________________________

School: ______________________________

During the 19__- __ school year, the above named child participated in the RAPYHT Project (Retrieval and Acceleration of Promising Young Handicapped and Talented). RAPYHT is a federally funded program developed and demonstrated at the University of Illinois in Champaign, Illinois.

Through this project approximately the top 20% of the preschool handicapped children, who demonstrated strengths or potential gifts or talents in one or more areas of talent, were identified and provided with specialized educational programming to nurture their abilities. The six talent areas, as defined by the federal government, are as follows: intellectual, leadership, creative, visual and performing arts (art and music), academic (math, science, reading), and psychomotor.

______________________________ was identified through parent and teacher input as having potential talent in the area(s) of ______________________________. An individual program was designed and implemented in the classroom to further develop the child's abilities in the identified area(s). Goals and specific strategies were written and the child's progress recorded.

The following page(s) provide a more detailed description of the child's success and activities in four targeted skill areas related to this talent.

END-OF-THE-YEAR TALENT REPORT

INTELLECTUAL

Child's Name ______________________________

Rating Scale:
1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Skill Area	Avg. Rating	General Description of Classroom Activities	Comments
PROBLEM-SOLVING - The ability to arrive at good solutions; focusing on problems, giving lots of solution ideas and figuring out the best one.		Practicing problem-solving skills through brainstorming possible solutions, testing out solutions, or working independently to solve problems.	
REMEMBERING - The ability to recall information; developing a good retrieval system both for things in the past and during the activity.		Playing memory games and asking child to recall information or activities. Providing visual or auditory cues which help prompt memory.	
SEEING RELATIONSHIPS - Being aware of the differences, similarities, and connections among objects and ideas; being able to compare and discriminate.		Asking children to sort groups of objects, beginning with objects which have obvious similarities or differences and progressing to objects with more subtle variations. Discussing positive and negative aspects of an issue or similarities and differences between objects. Patterning or ordering objects or figures.	
COMMUNICATING - The ability to relate or explain ideas; stating thoughts in clear and interesting ways.		Asking the child to explain game instructions to a peer or the group. Asking the child to verbalize how or why things happen or choices were made. Providing lots of opportunity for talking and discussion.	

END-OF-THE-YEAR TALENT REPORT

CREATIVE

Child's name ______________________

Rating Scale;
1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Skill Area	Avg. Rating	General Description of Classroom Activities	Comments
FLUENCY - the ability to produce a large number of ideas in response to a question or problem.		Encouraging the children to think of many possible ways to solve a problem. Providing brainstorming opportunities for the children.	
ORIGINALITY - the ability to come up with ideas no one else has thought of; the ability to produce new and unusual ideas; the ability to use imagination when dealing with real and make-believe situations.		Encouraging children in divergent thinking-coming up with many possible solutions and ideas. Giving children the opportunity to think up and try out original ideas. Allowing the children to pretend, imagine, fantasize, and come up with wild ideas.	
ELABORATION - the ability to add great detail to an idea or product through words, movement, art, or music.		Providing opportunities for children to come up with details and possibilities as they create. Helping children communicate their ideas in a variety of ways.	
FLEXIBILITY - the ability to take an idea in a different direction by changing one's approach or point-of-view.		Asking children to pretend to be a character, animal, or object. Encouraging children to consider the possibilities of a number of different circumstances for the same problem or situation.	

END-OF-THE-YEAR TALENT REPORT

LEADERSHIP

Child's name ______________________

Rating Scale:
1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Skill Area	Avg. Rating	General Description of Classroom Activities	Comments
SELF-CONFIDENCE - possessing a high opinion of one-self; feeling secure about one's strengths and weaknesses.		Helping children handle feedback or criticism in a constructive way. Providing opportunities for children to become comfortable in front of a group. Allowing children to practice oral expression and develop confidence in their own ability.	
ORGANIZING - having the ability to plan and complete projects or involvements.		Providing opportunities for children to work on self-initiated projects and to develop workable solutions to conflicts. Allowing children to assume leadership roles involving planning, giving directions and making introductions.	
SENSITIVITY - demonstrating a caring or concerned attitude toward others (other children, adults, animals, etc.).		Helping the children develop an understanding of emotions. Giving the children situations where they can demonstrate interest, concern, and consideration of others.	
PERSUADING - having the ability to influence others; attracting others' interest and participation.		Providing group situations where the children can learn to hold the group's attention and interest, and where the group is given practice in listening.	

END-OF-THE-YEAR TALENT REPORT

ART

Child's name ______________________________

Rating Scale:
1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Skill Area	Avg. Rating	General Description of Classroom Activities	Comments
VISUAL AWARENESS - noticing, remembering, and discriminating between details, colors, textures, designs, and sizes.		Helping children examine and become aware of details. Providing situations where children use details and notice them in other children's work.	
APPRECIATION ART - enjoying and evaluating art works; being familiar with different kinds of artists, art works and styles.		Producing self-evaluation to help children see the value of their own work. Helping the children create work that expresses their own emotions.	
TECHNIQUE - using art tools and materials skillfully and in visually attractive ways.		Helping children develop skills in using different types of art materials. Helping the children create unusual products with the use of different art tools.	
ORIGINALITY - producing art work which is unique, unusual, different or distinctive.		Encouraging the children to use materials to create original products. Helping the children learn to make their work unique to themselves.	

END-OF-THE-YEAR TALENT REPORT

MUSIC

Child's name ______________________________

Rating Scale:
1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Skill Area	Avg. Rating	General Description of Classroon Activities	Comments
LISTENING - being alert and attentive to sounds and noises in music and in the environment.		Helping the children develop a keener sense of sound. Helping the children become aware of the dynamics, pitch and rhythm in music.	
PERFORMING - inventing or accurately repeating a phrase or song by singing, playing an instrument, moving etc., either with or without an audience.		Providing opportunities for children to reproduce teacher-directed musical tasks. Encouraging children to explore music with a variety of instruments.	
APPRECIATING MUSIC - enjoying, evaluating and being familiar with different types of music and musical artists.		Providing children with different kinds of music and an opportunity to evaluate it. Encouraging children to discuss songs and to identify what they like and dislike about them.	
ORIGINALITY - producing or appreciating music that sounds new, different, or unusual.		Letting children make up their own lyrics or tunes. Helping children experiment with musical instruments and make music with homemade instruments or everyday objects. Encouraging children to express emotions, ideas or stories to music.	

END-OF-THE-YEAR TALENT REPORT

READING

Child's name ______________________________

Rating Scale:
1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Skill Area	Avg. Rating	General Description of Classroom Activities	Comments
DECODING - the ability to see subtle differences in how things look.		Giving children practice in seeing similarities and differences in colors, shapes, letters, and words through matching and sorting activities.	
LISTENING/PHONETICALLY - the ability to detect similarities and differences in how words, parts of words, and letters sound.		Providing listening situations where the children listen for a purpose and learn to respond. Giving children practice in listening to how individual letters and letter combinations sound. Providing children with opportunities to work with rhyming words.	
SPEAKING CLEARLY - the ability to use words in interesting and creative ways.		Encouraging the children to express their thoughts, feelings and reactions in an interesting manner. Allowing the children many opportunities to use words to explain and describe in individual, small, and large group settings. Encourage children to talk without correcting grammar or vocabulary.	
UNDERSTANDING IDEAS - getting meaning from spoken and written language; understanding a wide range of words; collecting facts and knowledge from observation.		Providing situations where the children apply their understanding of information. Helping children gather information from what they see, hear, and read.	

END-OF-THE-YEAR TALENT REPORT

MATH

Child's name ______________________________

Rating Scale:
1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Skill Area	Avg. Rating	General Description of Classroom Activities	Comments
KNOWING NUMBERS - the ability to communicate meaningfully about numbers; an understanding of quantities and shapes described by spoken and written symbols.		Practicing identifying numerals and the numbers they represent. Counting objects and selecting the numerals to represent them. Practicing identifying shapes.	
SEEING CONNECTIONS - the ability to recognize, duplicate and extend patterns; the ability to see relationships by comparing, sorting, classifying, graphing, and sequencing numbers at the concrete and abstract levels.		Asking children to learn the proper sequence of numbers. Asking children to make comparisons, identify and extend patterns, and sort and classify objects. Providing situations where children can add and subtract mentally.	
ABSTRACTION - the ability to identify, understand the underlying concept of a problem.		Taking a rule demonstrated in one problem and asking the children to generalize that rule to similar problems. Providing practice with abstraction in everyday situations.	
USING MATH - the ability to apply learned processes to solve new problems; knowing which concepts to use in new situations.		Extending number concepts to everyday situations. Giving the child opportunities to plan extended and related activities.	

END-OF-THE-YEAR TALENT REPORT

SCIENCE

Child's name ______________________________

Rating Scale:
1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Skill Area	Avg. Rating	General Description of Classroon Activities	Comments
OBSERVING - seeing and identifying attributes, differences, and similarities of objects or events.		Observing and discussing differences and changes in objects. Encouraging children to ask and answer questions.	
PROBLEM SOLVING - asking questions and answering them by using various mental strategies, such as the process of elimination, contrast and comparison, and convergent thinking.		Encouraging children to predict outcomes of experiments or situations and to classify items. Giving children opportunities to consider problems and possible solutions.	
ORGANIZING - matching, sorting, grouping, or ordering objects or information.		Making simple charts to record observations. Asking children to devise and demonstrate their own methods of organizing objects or information.	
REMEMBERING - recalling information related to an area of science; also the desire to learn and remember new information.		Recalling past experiments and experiences. Asking questions to stimulate memory. Asking children to explain science ideas to others.	

END-OF-THE-YEAR TALENT REPORT

PSYCHOMOTOR

Child's name ______________________________

Rating Scale:
1 = Can't Do
2 = Attempts With Difficulty
3 = Does Adequately
4 = Does Well

Skill Area	Avg. Rating	General Description of Classroom Activities	Comments
COORDINATION - having the balance, rhythm, and control to perform various physical activities; movement of the arm, hand, or foot in relation to a stationary or moving target in gross motor activities.		Imitating different movements and using the body in different ways. Using small objects to build coordination. Encouraging children to do more difficult and complex activities. Throwing, catching, kicking, and hitting target objects.	
FITNESS - having the energy and physical ability to perform physical activities for varying amounts of time; having strength and endurance.		Encouraging the children to practice a motor skill or activity. Gradually increasing the difficulty and time spent on activities.	
EXPRESSIVENESS - producing and exploring movements in imaginative or original ways.		Encouraging the children to produce different and unique ways to move. Allowing children to see other people do things creatively.	
EASE AND QUICKNESS - demonstrating agility, flexibility, and grace when doing a physical activity.		Encouraging children to develop good dynamic balance. Encouraging children to produce smooth movements and to be "light on their feet."	